



NEWCOMERS HIGH SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 30Q555
ADDRESS: 28-01 41 AVENUE, LIC, NY 11101
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Q555 **SCHOOL NAME:** Newcomers High School

DISTRICT: 30 **SSO NAME/NETWORK #:** Donna Gierum/#17

SCHOOL ADDRESS: 28-01 41st Avenue, Long Island City, NY 11101

SCHOOL TELEPHONE: 718-937-6005 **FAX:** 718-937-6316

SCHOOL CONTACT PERSON: Tim Becker **EMAIL ADDRESS:** TBecker@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Tim Becker

PRINCIPAL Mary Burke

UFT CHAPTER LEADER Michael Fiorillo

**PARENTS' ASSOCIATION
PRESIDENT** Marcelino Naranjo

STUDENT REPRESENTATIVE
(Required for high schools) Mayra Naranjo

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Doris Unger

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Mary Burke	*Principal or Designee	
Michael Fiorillo	*UFT Chapter Chairperson or Designee	
Marcelino Naranjo	*PA/PTA President or Designated Co-President	
Marcelino Naranjo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Mayra Naranjo	Student Representative, if applicable	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Just as New York City has served as a gateway for new Americans to our nation, Newcomers High School's outstanding education program provides a pathway for new immigrants to pursue their academic dreams. Newcomers High School helps students and their families grow, prosper and learn as they adapt to a new country, a new school system, and a new culture. At Newcomers High School our highly rated program for English-language learners helps the new immigrant student to learn English while pursuing an exciting academic program leading to a NYS high school diploma. The school has a stand-alone English-as-a-Second language instructional program, as well as bilingual programs in Spanish and Chinese that help the students to earn high school credit in Mathematics, Science and Social Studies. An extensive program in music and visual arts offers students creative means of expression to compliment their language development and emerging identities. Through Orientation programs, after-school and Saturday programs we provide our students and their parents with a supportive environment in their new country. Our athletic programs offer a wide range of sports.

Another unique feature of our school is that students have the opportunity to transfer to a variety of educational options and specialized programs available to high school students. The school works with each student in identifying abilities, strengths, needs and interests, while at the same time offering programs that meet these needs. In addition to promoting academic and athletic excellence, our instructional program emphasizes important learning objectives such as the acquisition of English through an intensive English-as-a-Second Language program, the development of native language skills, and the appreciation of cultural diversity. An essential part of our school is the orientation program, created to facilitate our students' transition to the Newcomers' educational, social, linguistic, and cultural environment. Our orientation program assists our students in learning necessary survival skills, from learning about the subway system to learning key phrases to help them function in both their new high school and in their daily lives in New York City. Throughout the school teachers sponsor many trips of historical or cultural interest in New York City, going as far as Philadelphia, Pennsylvania to understand the historic roots of US government.

Newcomers offers many opportunities for students to earn university or college credit while they study for their high school diploma. We sponsor a College Now program through LaGuardia Community College which offers tuition waived college credit. We also offer Advanced Placement examinations in Calculus Spanish, Chinese Civics and Government. More than 90% of our students continue their studies at the university level, many with financial assistance provided by scholarships and awards. College preparatory classes sponsored by LaGuardia Community College help support students as they learn English offering them the extra time and practice many students need to master a new language.

Our athletic program participates in the New York City athletic league in which students compete with other NYC schools in soccer, basketball, volleyball, cricket, tennis, and swimming. The Physical Education department also offers classes in dance and aerobics. The Humanities department is very active in the arts, with a school orchestra, music classes, a school chorus, and with a variety of art programs ranging from painting and sculpture to cartooning.

Students are immersed in 21st Century learning skills through digital imaging and video production classes. Furthermore, the school participates in Virtual Enterprise; providing students with instruction and skills to prepare them for the world of business and careers.

Newcomers provides instruction for all ELLs through block programming, it has identified students who need literacy and academic help. The After School program provides extra help and enrichment opportunities in the form of peer- and teacher-tutoring and small group work. It runs Tuesdays through Fridays. The Saturday Program offers literacy development and runs from 08:30 – 12:30 during the semester. Both programs provide enrichment, test prep, and opportunities to work in smaller groups to get needed help.

Newcomers offers regular English classes to students who tested out (through passing the NYSESLAT or English Regents), but still offers the option of remaining in bilingual classes if desired. There is no push-in or pull-out instruction, except in special cases or as need dictates. Newcomers High School doesn't have special needs students.

Instruction at Newcomers involves an emphasis on student-centered activities such as small- group work, differentiated instruction, cooperative learning, projects, and inductive learning. Teachers work with individual students using a variety of scaffolding techniques. The materials used are Constructivist reading and writing activities that encourage students to create meaning and knowledge.

Add:

Internships
Community organizations
Partnerships
Athletic program
PM & Sat program
AP classes
College now
21 Century
Bridge

Prof staff
Caring tchrs. + HQ tchrs

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Newcomers High School				
District:	30	DBN #:	Q555	School BEDS Code #:	343000011555

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K							87.0	92.1	91.1%
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)			2006	2007	2008
Grade 3							73.3	76.6	81.3
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6				(% of Enrollment as of October 31)			2005	2006	2007
Grade 7							70.1	70.4	73.4
Grade 8									
Grade 9	288	222	194	Students in Temporary Housing:					
Grade 10	473	504	446	(Total Number as of June 30)			2006	2007	2008
Grade 11	302	208	341				4	0	22
Grade 12	17	84	35						
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)			2006	2007	2008
Total	1080	1018	1016				411	377	313
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions			0	11	0
Number all others	0	0	0	Superintendent Suspensions			0	1	2
<i>These students are included in the enrollment information above.</i>									
					Special High School Programs:				

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	12	20	14
# in Trans. Bilingual Classes	663	664	620	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	191	224	180	Number of Staff:			
# ELLs with IEPs	0	0	0	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	59	64	64
				Number of Administrators and Other Professionals	13	16	5
Overage Students:				Number of Educational Paraprofessionals	0	0	0
(# entering students overage for grade as of October 31)	2006	2007	2008				
	353	265	300				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	79.4%	77.9%	92.3%
Black or African American	3.1	4.7	3.8	Percent more than five years teaching anywhere	69.8	67.6	
Hispanic or Latino	58.4	56.0	5.6				
Asian or Native Hawaiian/Other Pacific Isl.	31.5	33.4	26.4	Percent Masters Degree or higher	83.00	82.00	
White	6.9	5.9	7.25	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.6	92.2	91%
Multi-racial	0.0	0.0	0.0				
Male	52.0	53.2					
Female	48.0	46.8					

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input checked="" type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year 2008____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:	SINI2	
	Math:			Math:	IGS	
	Science:			Grad. Rate:	IGS	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				SINI2	IGS	IGS
Ethnicity						
American Indian or Alaska Native						
Black or African American				-	-	
Hispanic or Latino				x	v	
Asian or Native Hawaiian/Other Pacific Islander				X	v	
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				v ^{SH}	v	
Economically Disadvantaged				X	v	
Student groups making AYP in each subject				1	5	1
Key: AYP Status						
v	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
v ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	?
Overall Score	75.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	?
School Environment (Comprises 15% of the Overall Score)	12.8	Quality Statement 2: Plan and Set Goals	?
School Performance (Comprises 30% of the Overall Score)	22.5	Quality Statement 3: Align Instructional Strategy to Goals	?
Student Progress (Comprises 55% of the Overall Score)	40.3	Quality Statement 4: Align Capacity Building to Goals	?
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	?
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Needs Assessment:

1. School Report Card – (2006 – 2007) shows that while the school met accountability levels for the graduation rate and mathematics for all groups, it failed to meet the AYP in English language arts for all students, and for the Hispanic and Asian subgroups. However, using the school's statistics from June, 2008 we believe that we met the AYP in English language arts for all students for the year, 2007 – 2008.
2. Progress Report – The school received a rating of A. However, in the category of school environment, the lowest rating was in the area of communication.
 - a. Under the category of Student Performance, the lowest score with respect to the Peer Horizon was the four-year graduation rate of 56.6 % which improved to 70.4% for the six-year graduation rate. For Newcomers High School the graduation rate depends on the number of our ELL students who pass the ELA Regents examination.
3. While we received an Outstanding on the Quality Review, the reviewer noted that we could improve in the area of trying to record the finer details that students learn in each lesson to refine teaching and learning strategies, and to build on the successful work with English- language learners to further reduce drop-out rates.
4. Internal PASS Review – Each March the members of the School Leadership Team, including parents, teachers, students and administrators, conduct a “walk-through” through-out the entire building to see if the goals for the current school year are being met and to identify needs and areas in need of improvement.
5. **HIGH SCHOOL STUDENT PERFORMANCE – GRADES 9 – 12**

PERFORMANCE ON REGENTS EXAMS FOR ALL STUDENTS

Regents	Number Tested	% 55-100	% 65-100	% 85-100
ENGLISH				
2003-04	340	77.9%	60.0%	13.2%
2002-03	452	53.1	30.3	3.5
2001-02	434	22.6	22.4	3.2
SEQUENTIAL MATH I				
2002-03	-	-	-	-
2001-02	227	45.4	35.7	10.1

SEQUENTIAL MATH III					
	2002-03	56	80.4	78.6	42.9
	2001-02	43	95.3	90.7	41.9
MATH A					
	2003-04	512	94.3%	83.6%	13.1%
	2002-03	475	59.2	45.5	10.9
	2001-02	447	25.3	33.6	10.3
MATH B					
	2003-04	26	92.3%	76.9%	23.1%
BIOLOGY/LIVING ENVIRONMENT					
	2003-04	209	97.1%	83.3%	9.6%
	2002-03	244	96.7	87.7	10.2
	2001-02	119	97.5	89.1	14.3
GLOBAL STUDIES					
	2003-04	356	79.5%	62.1%	13.8%
	2002-03	399	80.2	57.4	8.8
	2001-02	457	30.9	49.5	3.7
U.S. HISTORY AND GOVERNMENT					
	2003-04	225	87.1%	66.7%	20.9%
	2002-03	265	75.5	58.1	12.8
	2001-02	375	22.1	34.1	6.4
LANGUAGES OTHER THAN ENGLISH					
	2003-04	169	99.4%	98...2%	81.1%
	2002-03	291	100	100	83.6
	2001-02	224	100	99.6	77.2

Performance on Regents 2008 (percent scoring 65% or above)

	<u>Jan. 2008</u>	<u>June 2008</u>
English	55.3	52.1
Math A	76.0	71.5

Summary of 2004 Meeting Graduation Requirements

TEST	TOTAL COHORT	PASSED (65 – 100)		PASSED (55 – 100)		FAILED		NOT TESTED	
		NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.
ENGLISH	336	98	29.2%	21	6.3%	217	64.5%	0	0%
MATH	336	227	67.6%	26	7.7%	83	24.7%	2	1%
GLOBAL STUDIES	336	193	57.5%	37	11.0%	106	31.5%	0	0%
AMERICAN HISTORY	336	124	36.9%	37	11.0%	175	52.1%	0	0%

One of the most significant barriers to the school's achievement is the need to have students who have been in the United States for less than four years acquire sufficient academic language to pass the NYS ELA Regents examination. Almost all of our students enter as beginner English-language learners.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- Establish core curriculum for the growing regular English population.
- Provide additional support for teachers and students in the Literacy Program.
- Provide Professional Development to implement scientific inquiry
- Integrate language development across the all content areas.
- Provide additional selectives for Physical Education.

Longitudinal study by NYC of the Cohort of 2004 (2008)

Numerous other studies have indicated that the New York City public school population has unique needs that require students to take longer to complete their education, including the needs of students whose native language is not English. Particularly noteworthy was the very high percentage of ELL students who were still enrolled in high school after four years and went on to earn a degree within the next three years. This brought their final graduation rate closer to that of non-ELL students that it was after four years.

Drop-out rate for 2007

School Name	Dropouts	Register	Percent
NEWCOMERS HIGH SCHOOL	8	1018	0.8
District 30	525	10268	5.1
Citywide	19106	320047	6.0

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): School-wide

Annual Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase by 3-4 teachers, 6% of faculty observed using technology as a means to differentiate instruction and increase student engagement among English-language learners during the 2008-2009 school year.
Rationale	Technology is a powerful tool with which to differentiate instruction. It also motivates and engages students while supporting reading, writing, listening and speaking skills.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ol style="list-style-type: none"> 1. The school offered workshops in use of pod-casting and Smart Boards as an instructional tool during the August and Election Day professional development workshops. 2. Teachers will work together to create lessons using pod-casting in the classroom. 3. Teachers will invite supervisors to observe these lessons. 4. Mentors from Teaching Matters will work with selected teachers. 5. Review by SLT sub-committee.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ol style="list-style-type: none"> 1. Title I 10% professional development funds 2. Fair student funding will pay for teacher time in their classes. 3. NYSTL software and hardware funding 4. RESO A Grant
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>This goal will be measured by the following evidence:</p> <ol style="list-style-type: none"> 1. Agenda from Professional Development days. – on file. 2. Logs of teachers using computer rooms and Smart Boards. 3. These files will be periodically reviewed by SLT.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): School-wide

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase scheduled common planning time by 4% in the Spring semester, 2009 for selected teachers.</p>
<p>Rationale</p>	<p>To encourage interdisciplinary instruction, and infuse ESL instruction in its content area curriculum and the reverse, to diffuse content area vocabulary and critical thinking skills into the ESL curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Ten teachers will be given a building assignment which will allocate one hour a week for common planning time. The teachers will write and teach a series of lessons as a result of their common planning. 2. Our Title III Saturday program includes Professional Development which will allow for common planning time.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Title III funding will be used to provide common planning time for the Saturday program. 2. Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>This goal will be measured by the following evidence:</p> <ol style="list-style-type: none"> 1. Saturday Program Professional Development hours. 2. Common Planning time bldg. assignment – teacher programs on file. 3. Lehman College Writing Project agendas and attendance lists. 4. Files will be maintained for listed evidence supporting accomplishment of goal and projected gains.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): School-wide

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 3 – 4% the number of parents attending the orientation program during the 2008-2009 school year.</p>
<p>Rationale</p>	<p>To familiarize parents of newly arrived immigrant students with graduation requirements, NYS standards and expectations of the school during the 2008-2009 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. The Guidance Department will prepare a Power Point presentation with information about graduation requirements, attendance policies, etc. for parents of new admits. 2. Each department Assistant Principal will prepare a presentation about his/her areas of supervision to be presented to the parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Fair Student Funding 2. Title I 1% Parent Involvement funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>This goal will be measured by the following evidence:</p> <ol style="list-style-type: none"> 1. Attendance sheets at the orientation meeting. 2. Minutes of meeting indicate agenda of meeting.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): ELA & Mathematics

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide 3-5% interventions for students with literacy issues during the 2008-2009 school year.</p>
<p>Rationale</p>	<p>Many students enter the school with literacy issues in their native language. These issues make it more difficult for them to acquire a second language. This goal strives to give these students the extra time and attention they need to meet standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>This year at least 22 students, admitted to this school year, will be programmed for an AIS literacy class for a 100% measurable improvement in AIS services for students who entered with literacy issues during the 2008-2009 school year as measured by HSST documents. The objective evidence used throughout the year to evaluate our progress towards meeting our goals are the HSST course documents.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Contrast for Excellence 2. Fair student Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>This goal will be measured by the following evidence:</p> <ol style="list-style-type: none"> 1. 25% of these students will earn at least one credit in English and/or Math. 2. Classes listed on School Master file on HSST. 3. These files will be periodically reviewed by the SLT.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): English-as-a-Second-Language (ESL)

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To sustain the outstanding accomplishments achieved last year by Newcomers High School by increasing the amount of time that our new immigrant students spend in an English-speaking environment focused on academic skills during the 2008-2009 school year.</p>
<p>Rationale</p>	<p>ESL students need more time practicing high quality academic English in a rich academic environment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Title III funding will provide for at least 10 teachers who will tutor students in an after-school program. A Saturday program will provide at least 5 teachers tutor in ESL, and Regents prep. 2. 21st Century has sponsored 5 teachers who have established after-school clubs. 3. 21st Century also has at least 4 teachers from Community-based organizations who are encouraging student engagement through after-school clubs focused on the arts. 4. Teachers work with the students to strengthen students’ social ties in their new environment and encourage the use of English. 5. Bridge Program sponsored by LaGuardia Community College. 6. College Now Program sponsored by LaGuardia Community College. 7. For the 21st Century classes students attend a minimum of 30 times. 8. Both programs are supervised by Assistant Principals from Newcomers HS who monitor attendance and who inform parents if students do not attend. 9. Attendance in these programs is reviewed weekly by the Principal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Fair-Child Funding 2. 21st Century Grant 3. College Now Funding 4. Title III Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>This goal will be measured by the following evidence:</p> <ol style="list-style-type: none"> 1. This year we will increase by 5% the number of students participating in after-school clubs or tutoring program in the school during the 2008-2009 school as measured by student attendance on HSST. 2. Files will be maintained for listed evidence supporting accomplishment of goal and projected gains. 3. These files will be periodically reviewed by the SLT.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	0	0				0	0	0
10	20 LTRP	0				0	0	0
11	42 RR	41 MAIS				0	0	0
12	0	0				0	0	0

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Consider Equity & Access

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p> <p>Description of AIS programs</p> <p>Connect programs with goals in Parts 1 - 6</p>	<p>We have added AIS classes in ESL to students' programs who have been in the school three or more years. In addition, intermediate and advanced students receive extra ESL classes beyond the mandated minimum. Advanced students receive 2 extra ESL classes and intermediate students receive one extra.</p> <p>Academic Intervention Services</p> <p>A major goal at Newcomers High School is ensuring that our students meet and exceed graduation requirements. Each year we continue making gains in the number of students within our Cohort passing each test category.</p> <p>Utilizing information gathered from staff members, NCLB TRACKING SYSTEM, HSST, ATS and the students themselves about their lack of academic progress we will enroll students in one or more of our AIS programs, for example:</p> <p>We have had success with selective AIS classes for students who have had difficulty passing the Global, American History, Math A and English Regents.</p> <p>Our "At Risk" ELL students are programmed for AIS classes during their school day in English, Global History, US History, and Math A. They are also referred to our after-school STAR tutorial program (see below).</p> <p>In selected ESL classes students who have been in the school for three years or more and who are in intermediate classes have been scheduled for ESL classes with a focus on preparing students to pass the ELA Regents and which have reduced class size.</p> <p>Our after-school STAR tutorial program is offered to students everyday of the school week. Teachers work with students in small group settings. Teachers and students, using an interactive model, will share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes.</p>

	<p>Our Saturday Literacy Program enables students to enhance, enrich, and extend literacy, science, global studies, US history and mathematics strategies acquired during the daily and after-school programs. During the Saturday Literacy Program, students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program. Students will be involved in projects that require them to discuss ideas (language/listening development). Students will work in various learning settings; i.e., paired, small groups, or individually. They will do extensive reading to develop schema around specific topics.</p> <p>Mentor teachers have been assigned to selected struggling students to meet with them on a weekly basis and to review progress reports given to each student. Mentors will speak with teachers, consult with Guidance Counselors and contact parents, as needed, in an effort to help these students pass their subject classes. Newcomers will continue to take a data-driven approach to improving student performance to identify and address student weaknesses and to target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal.</p>
Mathematics:	<p>We have added AIS classes in Math to the day programs of students who have been in the school three or more years. Peer tutoring is offered during the lunch periods. We also offer Math tutoring in our PM & Saturday classes.</p>
Science:	<p>Struggling students are recommended for after-school and Saturday tutoring programs. A science club has been established to motivate 9th and 10th graders and to help reinforce subject background and knowledge. The scientific method is emphasized.</p>
Social Studies:	<p>Since 100% of the students at Newcomers are new immigrants, they are unfamiliar with United States History and often need an extra semester to be able to pass. Many students also, have studied only the history of their country of origin and lack skills in map-reading. Therefore, we have created extra support classes, both in Global History and United States History.</p> <ol style="list-style-type: none"> 1. Two Regents preparation classes have been created for those students who did not pass the Global History Regents, one in English, the other in Spanish. Similarly, we continue to offer Regents preparation in H7 classes for those students who need to pass the Regents in June. 2. Students who entered mid-year and who did not pass the Global History Regents in June are programmed for a second history class to prepare them to re-take the Regents in the following January.

At-risk Services Provided by the Guidance Counselor:	Each Guidance Counselor works extra hours per week after-school to assist target students in need of extra assistance with group counseling and academic initiatives.
At-risk Services Provided by the School Psychologist:	The school does not have a School Psychologist.
At-risk Services Provided by the Social Worker:	The school does not have a Social Worker.
At-risk Health-related Services:	The school does not have an At-risk Health-related Service.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL X Both Number of LEP (ELL) Students Served in 2007-08: 993
(No more than 2 pages)

I. Instructional Program for ELLs:

(Include brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc).

Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academy).

Following are descriptions of the two major programs at Newcomers High School: Transitional Bilingual Education (TBE) program and Free-standing English-as-a-Second-Language (ESL) program.

The Transitional Bilingual Education (TBE) program at Newcomers :

The purpose of the Transitional Bilingual Education (TBE) program is to provide students with native language support to improve intellectually while they continue to develop their English language proficiency. The idea is that they will transfer academic, conceptual, and other skills acquired in their native language to academic and conceptual development in English as their second language as they develop English language skills. Since most students are recent arrivals at Newcomers, the amount of English use in a classroom depends on students' English proficiency; however, it increases gradually as proficiency increases. For example, in a class of all new arrivals, although new concepts may be introduced in English, ESL beginner students are allowed to use their native language as a means of accomplishing a task. English is used 40% of the time as required by NYC Department of Education, and each lesson includes a linguistic summary in English. As the year progresses and student English proficiency increases, the amount of English used in instruction and in class activities increases accordingly.

In classes of intermediate and advanced level students who have acquired basic social interactive and academic language, English is the means of instruction for 50-75% or more of the time. Beginner, intermediate, and advanced level students enrolled in a bilingual program receive 180 minutes of native language arts (NLA) instruction per week.

In order to address the recommended language levels for students in the bilingual programs, teachers use a variety of diverse strategies and techniques to help students develop English competence. These strategies include scaffolding instruction, encouraging students to read, write, speak, listen, and think critically in both their native language and English. The goal is to transfer conceptual and academic as well as communicative skills from their native language stock of knowledge into English as their second language. An important teaching goal is to have students pass the NYS Regents in English; therefore, instruction is guided by the NYS standards and aimed at passing the English as well as other Regents exams.

For example, students are taught how to read and write critically, analyze data, discuss literary elements, take a position and defend it using evidence from a text or elsewhere, and so forth. Additionally, all bilingual program students receive ESL and ELA instruction as required by CR-Part 154. Beginner and intermediate students receive 540 minutes of ESL instruction per week. Advanced level students receive 360 minutes of ESL instruction and 180 minutes of ELA instruction per week. ESL classes at Newcomers are self-contained and taught by fully certified ESL teachers.

The Spanish Bilingual Program offers Spanish-speaking students Native Language Arts (NLA) Spanish in Levels 1-8. Language and Literature Advanced Placement Spanish classes are also offered. Subject area Regents classes in 1st and 2nd year Earth Science, Global History, and 1st year U.S. History are available. Newcomers offers Spanish Math A Regents prep classes in Levels I-III and Math B Regents prep classes in Levels I and II.

The Chinese Bilingual Program offers Chinese-speaking students NLA Chinese in Levels 1-8 and multi-level Regents prep classes in Math A, Living Environment, and Earth Science. There is also a Chinese Advanced Placement course offered for qualified students.

The Freestanding ESL Program at Newcomers :

Since English is the means of instruction in the free-standing ESL program, ESL methodology, strategies, and techniques are utilized to make language and content-based learning comprehensible to learners. These strategies include using differentiated and integrated instructional techniques, such as having content as well as linguistic objectives for each class, scaffolding concepts, activating prior knowledge, linking new learning to past, reinforcing key terms and vocabulary, highlighting functional language in context, adapting materials to make them more comprehensible, promoting critical thinking skills, providing summaries of lessons, using outlines, bringing realia to class, using technology in the classroom, using collaborative and cooperative learning activities (including various forms of group work), providing students with opportunities to use the language for meaningful exchange and negotiation of meaning, using hands-on activities, using technology and visual as well as aural materials, using demonstrations, practicing language, encouraging students participation and present information in class, completing projects, doing Constructivist type reading and writing activities, and other meaningful, relevant, and engaging tasks. The free-standing ESL program classes are self-contained and taught by certified ESL teachers.

The free-standing program offers Regents level classes in Earth Science, Living Environment, Chemistry, and Investigations in Science. Also offered are Regents prep classes in Global and U.S. History and classes in History 1-8. Each student is programmed for three hours of Math, Science, and Social Studies a week. Students attend one hour of science LAB.

B. Extracurricular:

Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

In addition to the Saturday and after-school intervention programs, the school actively seeks to identify students with literacy needs and provides extra instruction and encouragement to these students to participate in them. Newcomers has several extra-curricular activities such as varsity sports teams and clubs to include basketball (boys and girls), coed varsity cricket (which took 1st place in the NYC PAL 2008 season), handball, soccer (boys and girls), swimming, tennis (boys and girls), and volleyball (boys and girls). The library and computer rooms are open after school for homework, research and school projects. After school clubs include the Media Team, the Math Team, the Robotics Club, Chess Club, some supported by outside partnerships mentioned below. The school provides several programs and club activities through partnering with outside organizations. Some of these organizations are listed and described below.

Following is a list of outside organizations that partner with Newcomers High School in providing instructionally beneficial programs to students: Human Rights Watch, Adobe Youth Voices, Facing History, Anti-Defamation League, Global Kids, and Amnesty. Students in some of these classes do community service and get trained to conduct peer education lessons on diversity and tolerance. 21st Century is another outside organization that offers classes for students at Newcomers that include an artistic approach to developing knowledge and skills. Some of the programs offered by 21st Century include the following: Digital Graphic Arts, photography and Photo Journalism, Animation, Theater, Global Careers and Education, Percussion/Latin Dance, Media Team, Robotics, Film and Current Events Science Club, and Law, Conflict, and Communication. The aim of some of the workshops offered under the 21st Century grant support students' development in social as well as marketable skills that they can bring into a career choice. The goals of these programs are to promote life skills, decision-making, self-esteem, self-improvement, and leadership training.

Newcomers also offers several College Now classes in partnership with LaGuardia Community College (CUNY) and include the following courses currently: Basic Writing, Basic Math, Introduction to Statistics, Speech and Communication, Drawing (Fall), Painting (Spring), Introduction to Film (Spring), and Critical Thinking (Fall). Newcomers HS participates in the La Guardia Bridge Program, which offers other courses on The History of NYC, Revolution Thinkers (Global History) and US History. Virtual Enterprise is another program at Newcomers that provides students with business knowledge, commerce, economic and financial literacy. The program gives students hands-on and practical experience in management and the business world.

II. Parent/community:

Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Title III funding will continue to enable us to support our parent community by providing Parents with an English as a Second Language class and a Computer Skills class as part of the Saturday Program. It will be taught by a teacher in the Saturday Program and with funding from the 21st Century grant. Through this class, parents will receive ESL instruction, an opportunity to develop computer literacy skills and help with resume writing and job search skills. There will be approximately 10 sessions of three to four hours each. We will purchase instructional materials for hands-on activities, as well as, books or magazines on parenting and cultural issues germane to parental concerns. Metro Cards will also be provided to parents, if needed.

Orientation sessions provide parents with information about the school's instructional program and graduation requirements. A Parent Coordinator provides outreach, assists parents with individual issues, and provides periodic informational workshops to keep parents abreast of school-related issues that affect them and their children. Our bilingual guidance counselors and college advisors also provide workshops for parents related to parenting issues, college applications and information about scholarships and student loans. A guidance counselor works with parents, when needed. The 21st Century grant in which the school participates also provides parents with six sessions of ESL through the community organization, Urban Arts.

III. Project Jump Start:

Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

The majority of our new admits are recently arrived in the United States, and come directly to the school to be registered. For those students who come during the month of June, or early July, the school provides an enrichment program that includes a native language class in Spanish (if Spanish-speaking) to help them adjust to their new culture, and an intensive beginner English-as-a-Second Language class to prepare them for the regular academic program that begins in September.

Staff Development:

(2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

On August 28th and 29th the teachers attended workshops on diversity and multiculturalism given by a speaker from the Anti-Defamation League and learned new methods of understanding the very diverse student body and fostering community. Teachers participated in workshops to use drama as a tool to stimulate critical thinking and to build language. Teachers also met to plan curriculum for our seminar classes. On Election Day, Nov. 4th, teachers of Math, Social Studies, Arts, Music and Dance attended Professional Development in their areas. ESL, NLA and Math teachers attended workshops on incorporating technology into instruction to help them increase differentiation of instruction, improve research and writing skills, and to help students to meet NYS standards. Teachers also learned pod-casting to help ELLs improve listening and speaking skills.

Throughout the semester we have used Title I and Title III funds to provide teachers with a variety of professional development workshops that have addressed both the needs of the teachers, as well as the needs and goals of the school. Before each semester begins we conduct a survey of the needs of the teachers. After a teacher survey was conducted, a decision was made to have a series of workshops that responded to the identified needs which will also move the school towards its goal of providing differentiated instruction and making learning accessible to all students while emphasizing the need to meet NYS standards. Sessions were added to ensure that Newcomers is a school of learners. Also, funds were used to pay contracted vendors, such as Lincoln Center, the American Place Theater, and Teaching Matters to provide residencies in the classrooms with teachers to expand their teaching capacity. Many teachers attended a variety of workshops sponsored by the Learning Support Organization, Title IID, and the Department of Education. Especially important were the Q-Tel series of professional development for English-Language learners. Both ESL and content teachers attended these workshops and turn-keyed what they learned at department meetings. New teachers were assigned a teaching buddy in their subject area and were mentored through the Region 4 mentor program. These teachers worked together to plan curriculum and to answer the questions of our newest teachers.

School-wide workshops presented before the beginning of school:

Thursday, August 28, 2008:

Safety/fire drills/dean issues (Mr. Llull) - Child Abuse (Ms. Delfyett-White)

Technology Sessions : Using Smartboard: Using I-Pod carts: Teaching Matters, Newcomers website/teacher sites, New teacher workshop:

Session 1: Cafeteria Duty: Resource: Orientation: Health Resource Room:

Session 2: ESL Academic Skills, NLA Academic Skills, Mathematics Seminars: Science Seminars: Social Studies & Arts seminars: HIV seminars: School website for PE/Athletics:

Teachers have attended the following workshops sponsored by the LSO or DOE:

- Workshops on teaching ESL, for examples, SIFE for ELL's, SIOP
- Lehman Writing Project
- Technology Retreat - Constantine Parv
- Creation of Lesson Plans to teach 11th and 12th graders about colleges and the application process.
- New Standards and Assessments training in Math
- Strategies for teaching Math B
- Participated in workshops on use of the Smartboard; Title IIB Math for new Integrated Algebra and Geometry for Assistant Principals and teachers
- Virtual Enterprise workshops in Business, Commerce and Financial Literacy – Anne Kornfeld
- Physical Education Professional Development
- Tennis Clinics for Coaches
- Brain Research
- Studio in a School

The Title I workshops focused on goals that had been developed and the topics were developed by surveying both teachers *and Assistant Principals*.

Workshops given on January 30th and 31st, 2007

- Using the Smartboard in Humanities, Math, and Science
- Digital Photography – Photoshop and WEB 2.0 and Information Literacy
- ESL/NLA: Subject level committees (curriculum mapping and literacy issues and assessment - Library)
- HIV teachers (former and new) Questions and Answers -Ms. Vinciguerra (Health Resource Room)
- Silent Reading Strategies with Catherine Del Frate (Library)
- College Office and Articulation with Blanca Izaguirre and Roberto Palou (Room 118)
- Chinese for Everyone with Malcolm Wadley (Room 102)
- ESL/NLA with Diane Giorgi, Writing for the Regents (Library)

- Blogging, (Room 210) - Science, Social Studies
- PE (Gym)
- ESL/NLA: Subject level committees (Assessment - Library)
- Math (Room 301): new curriculum, the new standard-based assessment and the implications for instruction in the classroom.
- ESL/NLA Continue subject level committees and Literacy issues - Ms. Marjorie Stramberg (Library)
- Social Studies/Humanities: Preparing Students to Develop Research Projects
- Science (Room 308) New Earth Science Lab (Rich Sun)
- ESL/NLA: Library (Subject level committees: book and resource allocation)
- Social Studies/Humanities: instructional planning (Room 201)
- Science (Room 301)
- PE – Training on Fitnessgram Gym

Professional Development for AP's:

Math IIB training for AP and lead teacher

Teaching American History Project

Fitnessgram training.

Leadership Training for AP's

The strands that the Principal has chosen to attend and why:

Principal's Study group focused on the Bilingual Brain and how to effectively teach bilingual students. Our new teacher program includes lessons on the SIOP model.

Title III funding will enable us to provide professional development opportunities as part of Saturday Program immediately following our instructional program. During the last hour of our Saturday Program (12:00-1:00 p.m.) 16 teachers and one facilitator will participate for a total of 20 sessions of professional development. The focus will be to provide ELL teachers with alternative strategies across the disciplines that will enable ELL's to become more proficient in English and improve their performance in their classes, the NYSESLAT and the ELA Regents. The Saturday Program will provide teachers with a forum to share best practices, develop interdisciplinary connections, and work on the academic and social skills that the students need in order to succeed. The Assistant Principal of the Language Department will be responsible for planning and implementing an hour of professional development each Saturday during the program. The Professional development will be enable teachers to collaborate with one another.

Some suggested topics include :

- ✓ Language Development across the disciplines
- ✓ Review of student work
- ✓ Social Skills Needed to Work in groups
- ✓ Meaningful and Real Accountable Talk across the disciplines
- ✓ Reading Strategies in the Classroom
- ✓ Our Daily Lessons & Bloom's Taxonomy
- ✓ Bilingualism Today
- ✓ Rubrics
- ✓ Common Planning Time

Assistant Principals, Teachers and Professional Organizations will conduct these on-going workshops. We purchase instructional materials for our “hands-on” workshops such as chart paper, markers, transparencies, Standards Posters, etc. An integral part of this on-going PD has been reviewed by the Principal and Assistant Principals through informal and formal classroom observations.

IV. Support services provided to LEP students:

Describe other support structures that are in place in your school which are available to ELLs.

Newcomers H.S. provides instruction for all ELLs through block programming and in self-contained classes to ensure compliance with CR Part 154, i.e., to provide 540 minutes of ESL instruction for beginners, 360 minutes for intermediate, and 180 minutes for advanced ELLs and other time and instructional mandates for NL support and other NLA instruction. Although Newcomers has a small number of previously identified SIFE students, we have identified students who need literacy and academic help. The After School program provides extra help and enrichment opportunities in the form of peer and teacher tutoring and small group work. It runs Tuesdays through Fridays. The Saturday Program offers literacy development and runs from 8:00am – 12:00pm during the semester. Both programs provide enrichment, test prep, and opportunities to work in smaller groups to receive the additional tutorial time.

Newcomers High School offers regular English classes to students who tested out (through passing the NYSESLAT) and for advanced-level learners, but also offers the option of remaining in bilingual classes if desired. There is no push-in or pull-out instruction, except in special cases or as need dictates.

Instruction at Newcomers involves an emphasis on student-centered activities such as small- group work, collaborative and cooperative learning, projects, and inductive learning. Teachers work with individual students using a variety of scaffolding techniques and with groups of students using differentiated instruction. Constructivist reading and writing activities that encourage students to engage, interact and create meaning and knowledge are used. Teachers are skilled at using collaborative learning strategies such as cooperative tasks and projects to help students develop fluency, social skills, leadership potential, and ownership of their active learning.

In addition to the Saturday and after-school intervention programs, the school actively seeks to identify students with literacy needs and provides extra instruction and encouragement to these students to participate in them. Newcomers has several extra-curricular activities such as varsity sports teams and clubs that include basketball (boys and girls), coed varsity cricket (which took 1st place in the NYC PAL 2008 season), handball, soccer (boys and girls), swimming, tennis (boys and girls), and volleyball (boys and girls). After school clubs include the Media Team, the Math Team, the Robotics Club, and Chess Club. Some are supported by the outside partnerships mentioned below. The school provides programs and club activities through partnering with outside organizations. Some of these organizations are listed and described below.

Following is a list of outside organizations that partner with Newcomers H.S. in providing instructionally beneficial programs to students: Human Rights Watch, Adobe Youth Voices, Facing History, Anti-Defamation League, Global Kids, and Amnesty. Students in some of these classes do community service and receive training to conduct peer education lessons on diversity and tolerance. 21st Century is another outside organization that offers classes for students at Newcomers that include an artistic approach to developing knowledge and skills. Some of the programs offered by 21st Century include: Digital Graphic Arts, photography and Photo Journalism, Animation, Theater, Global Careers and Education, Percussion/Latin Dance, Media Team, Robotics, Film and Current Events Science Club, and Law, Conflict, and Communication. Some of the workshops offered under the 21st Century grant focus on helping students develop social and marketable skills they can bring into a career choice. These programs also instill and promote life skills, decision-making, self-esteem, self-improvement, and leadership training.

Newcomers also offers several College Now classes in partnership with LaGuardia Community College (CUNY) and include the following courses currently: Basic Writing, Basic Math, Introduction to Statistics, Speech and Communication, Drawing (Fall), Painting (Spring), Introduction to Film (Spring), and Critical Thinking (Fall). Newcomers also participates in the La Guardia Bridge Program, which offers other courses on The History of NYC, Revolution Thinkers (Global History) and US History. Virtual Enterprise is another program at Newcomers that provides students with business knowledge and skills. It seeks to give students hands-on and practical experience in management and the business world.

Newcomers High School also offers several A.P. courses in math, science, and social studies as well as in Chinese Language, Spanish Language, and Spanish Literature.

V. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

The Spanish Bilingual Program offers Spanish-speaking students Native Language Arts (NLA) Spanish in Levels 1-8. Language and Literature Advanced Placement Spanish classes are also offered. Subject area Regents classes in 1st and 2nd year Earth Science, Global History, and 1st year U.S. History are available. Newcomers offers Spanish Math A Regents prep classes in Levels I-III and Math B Regents prep classes in Levels I and II.

The Chinese Bilingual Program offers Chinese-speaking students NLA Chinese in Levels 1-8 and multi-level Regents prep classes in Math A, Living Environment, and Earth Science. There is also a Chinese Advanced Placement course offered for qualified students.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: Q555 **District** 30

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program****	ESL Program****	Bilingual Program****	ESL Program****			
42	23			0	0	65

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2007-2008 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

****To date, Newcomers has 65 teachers. Twenty four (23) teachers are fully certified ESL teachers and 42 are fully certified in their respective subject areas and are bilingual. Eight of these teachers have bilingual extensions. Over 95% of the teaching staff speaks at least one other language than English, thus teachers not only understand what students are experiencing in learning English as a second language, they can also offer practical guidance and translation when needed.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

*SEE ATTACHMENT FOR SAMPLE STUDENT SCHEDULES.

NEWCOMERS HIGH SCHOOL - SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 30

School Building: Q555

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:15am To: 8:20am	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 8:23am To: 9:28am	Subject (Specify) ESL1	Subject (Specify) ESL1	Subject (Specify) ESL1	Subject (Specify) ESL1	Subject (Specify) SCI INV2EL
3	From: 9:31am To: 10:36am	Subject (Specify) ESL1	Subject (Specify) SCI INV2EL	Subject (Specify) ESL1	Subject (Specify) SCI INV2EL	Subject (Specify) GLOBAL STUDIES2ESL
Official Class	From:10:39am To: 10:49am	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----
4	From:10:52am To: 11:57am	Subject (Specify) ALGEBRA9-TERM1	Subject (Specify) GLOBAL STUDIES2ESL	Subject (Specify) GLOBAL STUDIES2ESL	Subject (Specify) ALGEBRA9-TERM1	Subject (Specify) ALGEBRA9-TERM1
Lunch A	From:12:00pm To: 12:40pm	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify)	Subject (Specify)	Subject (Specify) LUNCH
5	From:12:00pm To: 1:05pm	Subject (Specify)	Subject (Specify)	Subject (Specify) PHYS. ED.	Subject (Specify) PHYS. ED.	Subject (Specify)
	From: 12:43pm To: 1:48pm	Subject (Specify) REQ. ART2	Subject (Specify) REQ. ART2	Subject (Specify)	Subject (Specify)	Subject (Specify) REQ. ART2
Lunch B	From: 1:08pm To: 1:48pm	Subject (Specify)	Subject (Specify)	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify)
6	From: 1:51pm To: 2:56pm	Subject (Specify) PHYS. ED.	Subject (Specify) LRNG READ1	Subject (Specify) SEMINAR	Subject (Specify) LRNG READ1	Subject (Specify) LRNG READ1
7	From: 2:59pm To: 4:04pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

NEWCOMERS HIGH SCHOOL - SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 30

School Building: Q555

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:15am To: 8:20am	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 8:23am To: 9:28am	Subject (Specify) BUSINESS ANALYSIS1	Subject (Specify) GLOBAL STUDIES4ESL	Subject (Specify) BUSINESS ALALYSIS1	Subject (Specify) BUSINESS ALALYSIS1	Subject (Specify) EARTH SCIENCE1EL
3	From: 9:31am To: 10:36am	Subject (Specify) GLOBAL STUDIES4ESL	Subject (Specify) EARTH SCIENCE1EL	Subject (Specify) GLOBAL STUDIES4ESL	Subject (Specify) EARTH SCIENCE1EL	Subject (Specify) PHYS. ED.
Official Class	From:10:39am To: 10:49am	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----
4	From:10:52am To: 11:57am	Subject (Specify) ESL3	Subject (Specify) PHYS. ED.	Subject (Specify) PHYS. ED.	Subject (Specify) ESL3	Subject (Specify) ESL3
Lunch A	From:12:00pm To: 12:40pm	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
5	From:12:00pm To: 1:05pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	From: 12:43pm To: 1:48pm	Subject (Specify) ESL3	Subject (Specify) ESL3	Subject (Specify) LRNG READ3	Subject (Specify) LRNG READ3	Subject (Specify) ESL3
LUNCH B	From: 1:08pm To: 1:48pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: 1:51pm To: 2:56pm	Subject (Specify) LRNG READ3	Subject (Specify) GEOMETRY1	Subject (Specify) SEMINAR HIV ED	Subject (Specify) GEOMETRY1	Subject (Specify) GEOMETRY1
7	From: 2:59pm To: 4:04pm	Subject (Specify)	Subject (Specify) EARTH1LAB	Subject (Specify)	Subject (Specify)	Subject (Specify)

NEWCOMERS HIGH SCHOOL - SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 30

School Building: Q555

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:15am To: 8:20am	Subject (Specify)	Subject (Specify) PHYS. ED.	Subject (Specify)	Subject (Specify) PHYS. ED.	Subject (Specify) PHYS. ED.
2	From: 8:23am To: 9:28am	Subject (Specify) ESL5	Subject (Specify) ESL5	Subject (Specify) ESL5	Subject (Specify) ESL5	Subject (Specify) ENGLISH 9 TERM
3	From: 9:31am To: 10:36am	Subject (Specify) ESL5	Subject (Specify) ENGLISH 9 TERM	Subject (Specify) ESL5	Subject (Specify) ENGLISH 9 TERM	Subject (Specify) REQ. MUSIC2
Official Class	From: 10:39am To: 10:49am	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----
4	From: 10:52am To: 11:57am	Subject (Specify) MEDIA STUDY2	Subject (Specify) REQ. MUSIC2	Subject (Specify) REQ. MUSIC2	Subject (Specify) MEDIA STUDY 2	Subject (Specify) MEDIA STUDY 2
Lunch A	From: 12:00pm To: 12:40pm	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify)	Subject (Specify)	Subject (Specify) LUNCH
5	From: 12:00pm To: 1:05pm	Subject (Specify)	Subject (Specify)	Subject (Specify) EARTH SCIENCE2EL	Subject (Specify) EARTH SCIENCE2EL	Subject (Specify)
	From: 12:43pm To: 1:48pm	Subject (Specify) US HS GOVT2EL	Subject (Specify) US HS GOVT2EL	Subject (Specify)	Subject (Specify)	Subject (Specify) US HS GOVT2EL
Lunch B	From: 1:08 pm To: 1:48 pm	Subject (Specify)	Subject (Specify)	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify)
6	From: 1:51pm To: 2:56 pm	Subject (Specify) MATHB TERM3	Subject (Specify) MATHB TERM3	Subject (Specify) SEMINAR	Subject (Specify) MATHB TERM3	Subject (Specify) MATHB TERM3
7	From: 2:59pm To: 4:04pm	Subject (Specify)	Subject (Specify)	Subject (Specify) EARTH2LAB	Subject (Specify)	Subject (Specify)

NEWCOMERS HIGH SCHOOL - SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 30 School Building: Q555

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:15am To: 8:20am	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 8:23am To: 9:28am	Subject (Specify) ALGEBRA9 TERM2	Subject (Specify) SCIENCE INV2SP	Subject (Specify) ALGEBRA9 TERM2	Subject (Specify) ALGEBRA9 TERM2	Subject (Specify) PHYS.ED/BASKETBALL
3	From: 9:31am To: 10:36am	Subject (Specify) SCIENCE INV2SP	Subject (Specify) PHYS.ED/BASKETBALL	Subject (Specify) SCIENCE INV2SP	Subject (Specify) PHYS.ED/BASKETBALL	Subject (Specify) ESL2
Official Class	From: 10:39am To: 10:49am	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----
4	From: 10:52am To: 11:57am	Subject (Specify) ESL2	Subject (Specify) ESL2	Subject (Specify) ESL2	Subject (Specify) ESL2	Subject (Specify) ESL2
Lunch A	From: 12:00pm To: 12:40pm	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
5	From: 12:00pm To: 1:05pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	From: 12:43pm To: 1:48pm	Subject (Specify) GLOBAL STUDIES 2SP	Subject (Specify) GLOBAL STUDIES 2SP	Subject (Specify) LRNG READ2	Subject (Specify) LRNG READ2	Subject (Specify) GLOBAL STUDIES 2SP
Lunch B	From: 1:08pm To: 1:48pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: 1:51pm To: 2:56pm	Subject (Specify) LRNG READ2	Subject (Specify) SPANISH2NA	Subject (Specify) SEMINAR	Subject (Specify) SPANISH2NA	Subject (Specify) SPANISH2NA
7	From: 2:59pm To: 4:04pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

NEWCOMERS HIGH SCHOOL - SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 30 School Building: Q555

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:15am To: 8:20am	Subject (Specify)	Subject (Specify) LRNG READ3	Subject (Specify)	Subject (Specify) LRNG READ3	Subject (Specify) LRNG READ3
2	From: 8:23am To: 9:28am	Subject (Specify) ESL3	Subject (Specify) ESL3	Subject (Specify) ESL3	Subject (Specify) ESL3	Subject (Specify) MATHB TERM3
3	From: 9:31am To: 10:36am	Subject (Specify) ESL3	Subject (Specify) MATHB TERM3	Subject (Specify) ESL3	Subject (Specify) MATHB TERM3	Subject (Specify) LIVING ENVIR TERM
Official Class	From: 10:39am To: 10:49am	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----
4	From: 10:52am To: 11:57am	Subject (Specify) US HS GOVT2MN	Subject (Specify) LIVING ENVIR TERM	Subject (Specify) LIVING ENVIR TERM	Subject (Specify) US HS GOVT2MN	Subject (Specify) US HS GOVT2MN
Lunch A	From: 12:00pm To: 12:40pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
5	From: 12:00pm To: 1:05pm	Subject (Specify) MANDARIN 4NA	Subject (Specify) MANDARIN 4NA	Subject (Specify) PHYS. ED.	Subject (Specify) PHYS. ED.	Subject (Specify) MANDARIN 4NA
	From: 12:43pm To: 1:48pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
Lunch B	From: 1:08pm To: 1:48pm	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
6	From: 1:51pm To: 2:56pm	Subject (Specify) PHYS. ED.	Subject (Specify)	Subject (Specify) SEMINAR	Subject (Specify)	Subject (Specify)
7	From: 2:59pm To: 4:04pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify) LIVING ENVIR LAB2	Subject (Specify)

NEWCOMERS HIGH SCHOOL - SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 30 School Building: Q555

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:15am To: 8:20am	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 8:23am To: 9:28am	Subject (Specify) BUSINESS ANALYSIS1	Subject (Specify) HEALTH	Subject (Specify) BUSINESS ANALYSIS1	Subject (Specify) BUSINESS ANALYSIS1	Subject (Specify) ECONOMICS1EL
3	From: 9:31am To: 10:36am	Subject (Specify) HEALTH	Subject (Specify) ECONOMICS1EL	Subject (Specify) HEALTH	Subject (Specify) ECONOMICS1EL	Subject (Specify) GEOMETRY TERM1
Official Class	From: 10:39am To: 10:49am	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----	Subject (Specify) -----
4	From: 10:52am To: 11:57am	Subject (Specify) PART GOV 1EL	Subject (Specify) GEOMETRY TERM1	Subject (Specify) GEOMETRY TERM1	Subject (Specify) PART GOV 1EL	Subject (Specify) PART GOV 1EL
Lunch A	From: 12:00pm To: 12:40pm	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
5	From: 12:00pm To: 1:05pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	From: 12:43pm To: 1:48pm	Subject (Specify) ESL9	Subject (Specify) ESL9	Subject (Specify) ENGLISH 11 TERM	Subject (Specify) ENGLISH 11 TERM	Subject (Specify) ESL9
Lunch B	From: 1:08pm To: 1:48pm	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: 1:51pm To: 2:56pm	Subject (Specify) ENGLISH 11 TERM	Subject (Specify) EARTH SCIENCE2SP	Subject (Specify) SEMINAR HIV ED	Subject (Specify) EARTH SCIENCE2SP	Subject (Specify) EARTH SCIENCE2SP
7	From: 2:59pm To: 4:04pm	Subject (Specify)	Subject (Specify) EARTH2LAB	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL) *Please see attachment.

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: 30

School Building: Q555

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 4 Number of Students to be Served: 887 LEP 800 Non-LEP 87

Number of Teachers 65 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Newcomers provides instruction for all ELLs through block programming and in self-contained classes to ensure compliance with CR Part 154, i.e., to provide 540 minutes of ESL instruction for beginners, 360 minutes for intermediate, and 180 minutes for advanced ELLs and other time and instructional mandates for NLA and other NL instruction. Although Newcomers does not have SIFE students, it has identified students who need literacy and academic help. The After School program provides extra help and enrichment opportunities in the form of peer- teacher-tutoring and small group work. It runs Tuesdays through Fridays. The Saturday Program offers literacy development and runs from 8:00 AM– 12:00 PM during the semester. Both programs provide enrichment, test prep, and opportunities to work in smaller groups to get needed help.

Newcomers offers regular English classes to students who tested out (through passing the NYSESLAT or English Regents), but still offers the option of remaining in bilingual classes if desired. There is no push-in or pull-out instruction, except in special cases or as need dictates. Newcomers High School doesn't have special needs students.

Instruction at Newcomers involves an emphasis on student-centered activities such as small-group work, differentiated instruction, cooperative learning, projects, and inductive learning. Teachers work with individual students using a variety of scaffolding techniques. The materials used are Constructivist reading and writing activities that encourage students to create meaning and knowledge.

The TBE Program

The purpose of the bilingual program is to provide students with native language support and to keep them developing intellectually while they are developing English language proficiency. The idea is that they will transfer academic, conceptual, and other skills acquired in their native language to academic and conceptual development in English as their second language. Since most students are recent arrivals at Newcomers, the amount of English use in a classroom depends on students' English proficiency; however, it increases gradually as proficiency increases. For example, in a class of all new arrivals, although new concepts may be introduced in English, ESL beginner students are allowed to use their native language as a means to accomplishing a task. English is used 40% of the time as required by NYC Department of Education, and each lesson includes a linguistic summary in English. As the year progresses, the amount of English used increases as students' proficiency increases.

In classes of intermediate and advanced level students who have acquired basic social interactive and academic language, English is the means of instruction for 50-75% or more of the time. Beginner, intermediate, and advanced level students enrolled in a bilingual program receive 180 minutes of native language arts (NLA) instruction per week.

In order to address the recommended language levels for students in the bilingual programs, teachers use a variety of diverse strategies and techniques to help students develop English competence. These strategies include scaffolding instruction, getting students to read, write, speak, listen, and think critically in both their native language and English. The goal is to transfer conceptual and academic as well as communicative skills from their native language stock of knowledge into the English as their second language. Teachers' objective is focused on students passing the NYS Regents in English; therefore, instruction is guided by the NYS standards and aimed at passing the English as well as other Regents exams. For example, students are taught how to read and write critically, analyze data, discuss literary elements, take a position and defend it using evidence from a text or elsewhere, and so forth. Additionally, all bilingual program students receive ESL and ELA instruction as required by CR-Part 154. Beginner and intermediate students receive 540 minutes of ESL instruction per week. Advanced level students receive 360 minutes of ESL instruction and 180 minutes of ELA instruction per week. ESL classes at Newcomers are self-contained and taught by certified ESL teachers.

The Spanish Bilingual Program offers Spanish-speaking students Native Language Arts (NLA) Spanish in Levels 1-8. We also offer Language and Literature Advanced Placement Spanish classes. Regents classes in 1st and 2nd year Earth Science, Global History, and 1st year U.S. History are available. We also offer Spanish Math A Regents prep classes in Levels I-III and Math B Regents prep classes in Levels I and II.

The Chinese Bilingual Program offers Chinese-speaking students NLA Chinese in Levels 1-8 and multi-level Regents prep classes in Math A, Living Environment, and Earth Science.

LAP for Freestanding ESL Program

Since English is the means of instruction in the free-standing ESL program, ESL methodology, strategies, and techniques are utilized to make language and content-based learning comprehensible to learners. These strategies include using sheltered instructional techniques, such as having content as well as linguistic objectives for each class, scaffolding concepts, activating prior knowledge, linking new learning to past, reinforcing key terms and vocabulary, highlighting functional language in context, adapting materials to make them more comprehensible, promoting critical thinking skills, providing summaries of lessons, using outlines, bringing realia to class, using differentiated instruction, using technology in the classroom, using collaborative and cooperative learning activities (including various forms of group work), providing students with opportunities to use the language for meaningful exchange and negotiation of meaning, using hands-on activities, using demonstrations, practicing language, encouraging students speak and present information in class, completing projects, doing Constructivist type reading and writing activities, and other meaningful, relevant, and engaging tasks. The free-standing ESL program classes are self-contained and taught by certified ESL teachers.

The free-standing program offers Regents level classes in Earth Science, Living Environment, Chemistry, and Investigations in Science. Also offered are Regents prep classes in Global and U.S. History and classes in History 1-7 and one semester of Citizenship and Government. Each student is programmed for three hours of Math, Science, and Social Studies a week. Students attend one hour of LAB.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

On November 4, 2008, a Chancellors’ Professional Development Day, the following workshops took place:

Technology Sessions Part I (This agenda is for Math, ESL, and NLA Teachers)

This is the hands-on part of the day, where teachers learn basic skills, programs, set up, trouble -shooting, etc. with an expert.

- Using Smartboard Basic (room 301) (Teaching Matters)
- Using Smartboard Advanced (room 314) (Mr. Jackson)
- Podcasting (room 206) (Teaching Matters)
- Newcomers website/teacher sites (room 210) (Mr. Duarte)
- Using laptop carts (library) (Teaching Matters)

Technology Sessions Part II

In this part of the day, teachers will create lessons in which they actually try out the technology they’ve learned, so that in the upcoming weeks, the teachers will be able to infuse this technology into their curriculum.

- Using Smartboard Basic (room 301) (Teaching Matters)
- Using Smartboard Advanced (room 314) (Mr. Jackson)
- Podcasting (room 206) (Teaching Matters)
- Newcomers website/teacher sites (room 210) (Mr. Duarte)
- Using laptop carts (library) (Teaching Matters)

Other Departments :

- Social Studies: NY Historical Society
- Lund/L. Rodriguez: Lincoln Center
- Sandke: Music PD, NY Philharmonic
- Gerstein: Dance PD Clara Barton High School, Dance Studio
- Kornfeld: Virtual Enterprise PD

Form TIII – A (1)(b) See Attached Worksheet (Title III Narrative – in separate file)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 135,634.63	The Saturday and After-school Tutoring Programs support and supplement the instructional program for ELL's in the school and offer extended time using English. They offer the students smaller class instruction and the opportunity for teachers to better tailor instruction to their needs. One hour of PD (Professional Development) and planning time is scheduled for teachers in the Saturday program. An ESL teacher provides an extra hour of instruction for 5 classes on intermediate ESL students beyond NYS requirements.
Purchased services such as curriculum and staff development contracts	\$ 0.00	
Supplies and materials	\$ 54.93	Paper, pens, transparencies, etc.
Travel	\$ 0.00	
Other	\$ 2,402.44	A school secretary facilitates the details necessary to begin the Saturday program, records attendance, assists parents (in person and on the telephone), manages the CASS system for student entry into the building, prepares the time sheets for the payroll secretary and assists the Supervisor in the Saturday program. A school aide records attendance and makes telephone calls home for absent students in the PM program.
TOTAL	\$ 138,093.41	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 1. At registration parents complete a language survey to receive documents in their native language.
 2. This data is then entered onto ATS.
 3. Reports generated from ATS help us determine the number and types of languages needed.
 4. Admit forms are then sent to the Translation and Interpretation Unit by the parent coordinator for translation and returned within a two week period.
 5. The number of bilingual courses and bilingual staff members are determined by the number of pupils and their language needs.
 6. Parents choose a bilingual or free standing ELL program for their child. .
 7. Students are evaluated using the NYS Lab-R examination. Over 80% are found to be beginner level ELL's.
 8. On the home language survey over 99% of the parents indicate that they speak a language other than English.
 9. Other useful documents are also translated.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 1. After assessing the ATS data we found that the predominant language was Spanish, following with Mandarin.
 2. We hired bilingual staff principally in Spanish and Chinese and others teachers who speak Bengali, Haitian Creole, Polish, French, and many other languages reflective of the student population.
 3. Three Guidance Counselors are fluent in Spanish; other staff members are available when needed in Bengali, French, Polish, Haitian Creole, Korean, Japanese and others.
 4. Findings are reported to the school community through the School Leadership Team.
 5. The school provides translators for members of the School Leadership Team.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 1. Important documents needing translation are sent to the Translation and Interpretation Unit.
 2. In house bilingual staff translates many other school-related documents.
 3. Students receive placement tests in math in their native language and in English as a Second Language.
 4. Students are assessed using the Spanish Lab exam and the Lab R exam in English.
 5. Translated signs are clearly posted in the main office and entrances.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 1. We have a courtesy phone in the main office dedicated exclusively for parents which can do conference calls using interpretation services.
 2. In house staff simultaneously translate speech for parents at PTA meetings using special wireless devices as parents listen on earphones
 3. We have student volunteers in Russian , Bengali and French to translate when necessary at PTA meetings
 4. We also hire interpreters for parent teacher conferences
 5. Automated phone messages are received by parents regarding student attendance, student lateness and parent meetings in several languages.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 1. The school sends documents and letters to be distributed to parents to the Translation and Interpretation Unit. Other shorter documents are translated by school staff into various languages.
 2. Parents are notified that interpreters will be available at Parent-Teacher Conferences.
 3. Signs are posted at entrances to the school building about the availability of translation services and a telephone is provided in the main office for parents who wish to use a translator. Staff members in the main office speak the school's two most common languages, Spanish and Chinese.
 4. Translators are provided for members of the School Leadership Team.
 5. Translator units are provided to parents at Parent-Association meetings in several languages.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$619,323
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$6,193.23
3. Enter the anticipated 5% Title I set-aside to ensure that all teachers in core subject areas are highly qualified \$30,966.15
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 96%.
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Identified teachers are encouraged to qualify for HOUSSE certification.

A letter has been sent to each teacher informing them of the funding available to assist them in becoming qualified and informing them of the process to qualify for such funding.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Newcomers High School

o SCHOOL PARENTAL INVOLVEMENT POLICY PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school’s expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Newcomers High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement (a) Local Educational Agency Policy (2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Newcomers High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
 - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
 - PTA Executive Board members will be involved with District personnel through the Queens Federation of PTA
2. Newcomers High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - Parent members of the school leadership team will participate in the annual, internal PASS Review of the School
 - Parents will be interviewed as part of the school’s Quality Review
 - Parent surveys will be a vital part of the School’s Progress Report process
3. Newcomers High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - 21st Century Grant and the Urban Arts
 - Title III Parents ESL classes
4. Newcomers High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - An evaluation will be conducted at a spring PTA meeting to provide opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. Newcomers High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –

- *the State's academic content standards;

- *the State's student academic achievement standards;

- *the State's and local academic assessments including alternate assessments;

- *the requirements of Title I, Part A: how to monitor their child's progress and how to work with educators.

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
providing Parent workshops and courses dealing with computer training
Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

- a. Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
- b. Teachers will learn how to edit their webpage on the school's website so that parents can have updated information about student activities and assignments.
- c. Parents are given the telephone number of the Parent Coordinator so that parents can make appointments to talk to other school personnel, teachers and Guidance Counselors.
- d. The structures in place to ensure that parents understand program choices include having a full-time Parent Coordinator (Mr. Eduardo Duarte) who is responsible for running the Parent Orientation Program and parent meetings at the school. In addition to showing informative videos and distributing materials in the various major languages, the Parent Coordinator telephones parents to keep them abreast of important news, the rights, programs, and progress of their children. School aides are also bilingual and assist in helping parents when they come to register/enroll their children. Parent meetings are held regularly and are attended by teachers, aides or others who can translate. Some parents also are part of the School Leadership and other planning groups in order to keep the parent perspective in the planning of school policies and events.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
 - a. School letters are translated and ELL students are provided with native language letters of school events.
 - b. Translation services information are posted in the school lobby in the appropriate native languages.

2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

NEWCOMERS HIGH SCHOOL

This School-Parent Compact is in effect during school year 2008-09.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Title I)

SCHOOL RESPONSIBILITIES

Newcomers High School will: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

Each student will have a full program as mandated by New York State Department of Education. Students will be taught using bilingual and/or English-as-a-Second language methodologies.

They will be provided with academic support and given many opportunities to become acculturated to the culture of their new homeland. They will be encouraged to learn and develop greater skills in their first language and a greater appreciation of the culture of their home country.

UPDATED – OCTOBER 2008

- Hold parent-teacher conferences (bi-annually in schools once per semester) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent-teacher conferences are held twice annually,
 - October 23, 24th, 2008 and March 26, 27th, 2009
 - Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Student report cards are distributed 6 times a year and student promotion-in-doubt letters are sent home a minimum of twice a year.
 - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis by appointment. Parents may call the Parent Coordinator and he will arrange for them to talk to a Guidance Counselor and/or a teacher. Tel:(1-347-563-4210)
 - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - The Parents' Association hosts a number of events each year that allow parents the opportunity to be involved directly in school activities, such as the Multicultural Festival.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**
 - a. English Regents – We have continued to further individualize instruction for failing students by adding AIS classes in English and Mathematics in the daily programs of struggling students. For the Hispanic males, we created a new class focusing not only on literature of interest to the adolescent, but also addressing issues of careers and self-esteem. We also formed a seminar class to supplement this class. Students went on trips to universities and successful Hispanic males were invited to address the groups. We also formed literacy classes for students whom teachers identified as having literacy problems in their native language. We created Pupil Intervention Plans for students who had repeated the beginner level ESL classes more than twice. We also created the role of Mentor Teachers who were assigned a caseload of two or three failing students who had been in the school for three or more years. We also run very well-attended Saturday tutorial and after-school tutorial programs. The school also established a highly successful Peer Tutoring program during the lunch periods.
 - b. Our hope is that the above interventions will help more students to pass their classes and Regents examinations, thereby, increasing the graduation rate.
2. **Schoolwide reform strategies that:**
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

a. Increased amount of learning time:

Our after-school tutorial program is offered to students on everyday of the school week from 3:10 to 5:10 PM. Teachers work with students in small group settings. In ESL groups teachers and students, using an interactive model share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes.

Our Saturday Literacy Program enables students to enhance, enrich, and extend literacy, science, global studies, US history and mathematics strategies acquired during the daily and after-school programs. During the Saturday Literacy Program, students develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program. Students will be involved in projects that require them to discuss ideas (language/listening development). Students will work in various learning settings; i.e., paired, small groups, or individually. They will do extensive reading to develop schema around specific topics.

b. Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards:

We plan to address the needs of many beginning level ESL students who fail and must repeat L1R/L1T. The courses will be designed to help students develop a foundation and strengthen their language skills sufficiently to be able to succeed in beginner ESL. Initial curricula for these courses are being developed. Curricula will be further developed and refined as the needs of this particular group of students become more apparent. The target group will be new incoming students who have had very little exposure to English as well as students with literacy issues in their native languages. Students will be identified through the registration process as well as through placement tests given during Orientation.

c. Meet the educational needs of historically underserved populations:

An examination of the data indicates that 100% of Newcomers' students entered the school as newly arrived immigrants speaking little or no English. Approximately 90% are English-language learners, with approximately 10% who have "labeled out" of ELL status by attaining the proficiency level on the NYSESLAT. At least sixty-two students were identified this year as having literacy problems in their native languages. Many come from countries where the academic preparation and level of achievement are quite different from the educational system in the United States. Over 72% of our students are low income.

Selected members of the Leadership Committee conducted a comprehensive review and analysis of student achievement data (school-wide and disaggregated by each of the following student subgroups:

ELL/LEP students, economically disadvantaged, and major ethnic/racial groups, including White, Black, Hispanic, Asian or Pacific Islander, and American Indian/Alaskan Native) in the areas of English language arts and ESL. In addition, as part of the assessment process, we reviewed data relating to failure rates of those students who needed to take the Comprehensive English Regents. Moreover, we examined the requirements of the New Language Arts Standards and made an item-skill analysis of the examinations. Finally, we analyzed data relating to the failure rates of the L1R student.

Fifty percent of the Level 1's in ELA cohort were drop-outs or are attending GED programs and, therefore, not tested. While the school's yearly drop-out rate is less than 5%, the effect of each year's drop-outs is cumulative. This year Newcomers' drop-out rate was reduced from 14% to 8%, as indicated on the school report card.

Many students are over-aged for their grade level. Consequently the school has many students who are 19, 20 and 21 years of age. These students frequently work and/or have dependent minors, and often drop-out before they can be tested. The data indicates that the subgroup of Hispanic boys did not make AYP in 2006 - 2007. Case studies indicated that they have poorer attendance, as a group. They have fewer positive role models. They didn't perform as well in their language classes as the Hispanic girls did, and a greater percentage have records in the Dean's Office. We have developed a Native Language Arts class and a seminar class to address the needs of this population.

d. Help provide an enriched curriculum.

The school reviews its curriculum maps each semester to insure compliance with NYS standards, and reviews the data on student performance to differentiate the curriculum according to the needs of the students. Through Title I Professional development funds we have hired resident artists and coaches to help teacher differentiate their instruction through the arts and technology.

e. Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Newcomers High School was established to serve the needs of English-language learners who are considered at risk of not meeting NYS standards and its students consist of 100% ELL's or former ELL's. For one of our sub-groups we have established a Native Language Writing class that helps students to learn writing skills that can be transferred to English. We also address social and cultural issues in this class. The school also has a Virtual Enterprise class to prepare students for the world of work by giving them the verbal, social and computer skills they would need in a business environment.

3. Instruction by highly qualified staff:

We interview Teaching Fellows who are not only certified in the areas where highly qualified teachers are needed, but will also be qualified to obtain the needed bilingual extensions.

We urge currently certified teachers to obtain their bilingual extensions, and to get certification in Earth Science. Many ESL teachers received their English certifications so as to be able to teach our ELL's as they "lab-out."

Lead teachers have identified and serve as turnkey trainers. Teachers attend seminars and professional development programs to meet state requirements.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Department and faculty meetings are dedicated for professional development and serves as workshops in the areas of technology, bilingual instruction and language acquisition are scheduled throughout the year.

*New Teacher Mentors:

The money will fund a mentor teacher, a new teacher workshop during the seminar period, and a teacher's resource center.

*Professional Development:

This year we are inviting Lincoln Center, the American Place Theater and other cultural institutions to provide residencies in the school. They will instruct and assist teachers in the implementation of student-centered strategies and help to infuse the arts as an instructional methodology into all areas of the curriculum. Teachers are currently being surveyed as to their needs for professional development. The funds will help us to assist teachers specifically where needed, such as in the use of technology, language-acquisition, and interdisciplinary techniques.

The following activities have also been included in this year's professional development.

Lehman Writing Project: The school will focus on using assessment in the classroom to increase the effectiveness of instruction and student learning and engagement.

*Election Day Professional Development:

Math and ESL teachers were trained in the use of pod-casting, website management, SmartBoard, and other computer methodologies to help them differentiate instruction, help students to use the Internet for learning, and to increase student engagement.

Science teachers learned to use the resources of the Bronx Botanical Gardens to supplement the curriculum, to help the students construct learning experiences, and to further engage the student.

*August Professional Development:

Teachers learned curriculum mapping under the direction of an experienced educator, they reviewed the school's website and learned to use it to further parent involvement, and to help students be more aware of class curriculum, expectations, and assignments, a teaching artist from the ADL showed teachers how to teach multiculturalism and handle diversity issues in the classroom.

Residencies: Several community art organizations work with teachers in the classroom to broaden their skills and to introduce new methods of teaching that will engage the student and help to differentiate instruction. These organizations are Lincoln Center, the American Place Theater, and Teaching Matters. The funding also pays for an ESL coach who works with a variety of teachers and Assistant Principals to improve curriculum planning and on-going assessment in class.

5. Strategies to attract highly qualified teachers to high-need schools.

- Accept and train student teachers and maintain a professional relationship with colleges and universities.
- Interview candidates from the Teaching Fellows program.
- Attend City-wide hiring fairs.
- Offer much support to the new teacher through the mentoring program, buddy-teacher program and our new teacher workshops.

6. Strategies to increase parental involvement through means such as family literacy services. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Newcomers HS increases parental involvement through many means; we have a continuously updated website; we make regular automated phone calls to parents for achieving honor roll, attendance, lateness, and cutting. We back-pack letters home, describe NCLB and its consequences at Parent orientation meetings and the regular Parent Association meetings. Letters are translated for the major language groups. Translators of the major language groups also translate at the orientation and Parent Association meetings.

At Parent-Teacher conferences further information is distributed. Last year the school participated in a Parent- as-an-Arts Partner program in connection with the Queens Museum. We offered two 12- week workshops on the care of Alzheimer patients to help parents train for jobs. We held a parent association meeting at the local community college, and invited admissions and program directors from the college to speak to the parents, both about programs for themselves and their children. We have begun to continue this program this year. We send translated versions of all letters and documents to parents. This year, through Title I Parent Involvement funding we are offering Saturday classes for parents in ESL and how to use computer technology to explore the school's website, e-mail, to search for job opportunities, and resume writing.

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers volunteer to serve on the Consultative Council, as standing committee of the School Leadership Team. Regular monthly faculty and department meetings inform teachers of important issues, and provide professional development in key instructional areas. Workshops instruct teachers in the use of writing to improve instruction, i.e. the Lehman Writing Project. Other professional development workshops are training teachers in the use of technology for differentiating instruction, while resident artists show teachers how to use drama, art, etc. to improve instruction, differentiate for various levels of ability in their classes, and provide assessment through student performance.

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We are focusing on the following AIS intervention programs to improve these results:

1. Last year many of the students did not score higher because they did not receive the testing accommodations granted to ELL's, i.e., extra time, and the use of glossaries since they had scored 55 or higher on a previous English Regents exam due to a NYS ruling in 2006 that ELL students were deemed "proficient in English" if they received a score of 55 or higher on the ELA Regents exam. This year teachers are focusing on use of contextual clues in reading and listening, using writing to assess student learning, and technology to differentiate instruction.
2. Curriculum Adjustments: We have begun teaching the tasks of the English Regents at lower ESL levels, scaffolding the Regents tasks, using such strategies as finding time, place, characters, theme, etc. using pictures, rather than novels, in the beginner level classes.
3. We have added AIS classes in ESL and Math to the day programs of students who have been in the *school three or more years*.
4. We have created three Literacy classes for those students identified by teachers, the NYSESLAT, Spanish Lab, and/or placement test as having literacy issues in their native languages and in English.

5. Last June potential cohort students were identified and programmed to have an additional AIS class in their regular schedule if they were in need of additional support. For those unable to be programmed, we created Guidance codes to be able to track the remaining students assigned to the PM tutorial classes. Students not attending receive phone calls home, made by both staff members and the automated dialer in the evenings and on weekends.
6. Cohort students were interviewed by Guidance Counselors, together with their parent, and asked to agree to performance contracts.
7. Cohort students not passing were assigned a “case manager” to monitor their attendance in subject classes, and to help the students find they help they need to pass.
8. Individual portfolios of students’ academic history, attendance, writing samples, etc. were collected to be used by Guidance Counselors, administration, and teachers.
9. A Peer Tutoring Program was established during the lunch periods to provide help in Math and Science to all students.
10. For students who failed ESL more than twice: These students were interviewed about their reasons for failure. They were referred to the after-school and Saturday tutoring programs where their attendance was monitored. The Saturday program averages around 20% of the student body.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Because we are a School-wide program we use most of these funds to offer our students three classes of English language instruction during their regular day program. Regulations mandate that intermediate ELL’s receive two classes of ESL instruction; we provide three classes for these students. Advanced ELL’s are required to have one ESL class and one English class; again, the school provides these students with three extra hours. Students in English receive four hours, with the fourth hour having reduced class size. We also use these funds to provide a higher ratio of school counselors to the size of the student body. We have four school counselors for approximately 1000 students. A retired Guidance counselor works for one week once a month with tenth and eleventh graders, preparing them for college and helping them with the application forms, financial forms, as well as college choices.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Not Applicable

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: SINI 2 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

The specific issue that caused the school to be identified is that the school serves only newly arrived immigrants who speak little or no English. 100% of our students are English Language Learners and research shows that, on average, it takes a person 5-7 years to become academically fluent in a language. Last year (2008), 65% of our cohort students met the English Standard in 4 years.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$ 619,323; 10% of Title I allocation = \$ 61,932.30.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

*Please see the Professional Development details on page 53, #4

Our Professional Development expands language building skills and critical thinking skills to enrich methodologies for our teachers to educate our students in the cultural knowledge of the United States (their new country) for students to improve and therefore perform better on the English Regents.

¹ School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We used the HOUSSE certification to certify teachers in areas outside of their area of certification to teach the native language classes in Bengali, French, and English. This year we are encouraging more ESL teachers to get certification in English, though with the change in the exit criteria of ELL's, it may not be needed. We used Title I funding to help teachers pay for courses of study, certification applications and examinations. One teacher has received certification in Earth Science, a shortage area. We also are looking for bilingual Chinese and Spanish teachers certified to teach Earth Science.

Two teachers listed as not certified are enrolled in the Teaching Fellows program of New York City. They should complete their certification requirements within the year. They are trying to get bilingual certification in teaching science and math.

Our school needs teachers who not only have certification in the subject area but who also can teach bilingual classes in these subject areas. We looked for bilingual teachers in Chinese and Spanish who could teach Earth Science.

Title I is helping another teacher receive her certification in Health.

New teacher support:

While teachers are working towards their certification and/or they are certified but new teachers, the school has established several programs. One is a new teacher workshop, which meets once a week with an experienced teacher who helps them learn ESL methodologies and informs them of school policies and practices; the other is a Buddy Teacher program in which the new teacher is assigned a buddy teacher in the same certification area who can help with curriculum issues, etc.

Buddy Mentor Program:

This is a special program for students who are in need of additional support and guidance to do well in **all** subject classes to improve class attendance and perform well on State assessment exams. Teachers will work as a mentor with a select small number of students in all areas of academic and school life concerns.

Mentoring Program:

NYC has established a mentoring program in which 2 of our 3 new teachers are receiving two hours a week support and instruction from two highly certified and experienced teachers in their subject areas. The other new teacher has a buddy mentor.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Information will be back-packed home and presented at Parent-Association meetings. Translated versions of the documents will be distributed.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS – Only answer question #1 from each area – Are we setting up the process?

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Schools may want to indicate their plans to form a “curriculum committee” to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school’s instructional program. These schools would not need to respond to the next three questions (2 through 4), as the answers to these questions have not yet been determined. Other schools may have recently engaged in curriculum mapping or alignment activities and may be able to respond directly to the applicability of findings.

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is,

what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8.
- As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Our school has ESL level curriculum committees to infuse ELA standards into the ESL curriculum. The committees will review how applicable these findings are to our current curriculum.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A committee reviews the current curriculum to ensure compliance with NYS standards. Curriculum taught in ELA especially for ELL's: Our committee reviewed and evaluated the taught curriculum for all students with a focus on ELL's for alignment with state learning standards. While it is evident through lesson plan evaluations and observations that many of the NYS standards are being addressed in many classes much of the time. Upon reviewing student writing samples in levels 3 and 4 of ESL, there was evidence of student written products that met the standard. Spoken presentations are part of our school's curriculum and implementation of this standard is encouraged. Also, most of the lessons contained opportunities for improving speaking and listening skills. This was found to be especially true in the ELL classroom.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will require support from central to be able to provide the extra class time needed for ELL's to learn not only English, but to master the skills needed for the ELA Regents examination. Our network leader and network support specialists for ELL's will provide support in the redesigning of our ELL Curriculum maps so that they become a comprehensive plan indicating what students should know and be able to do at teach grade level. Our curriculum maps w address content topics, skills to be mastered, strategies to be utilized and student outcomes. When designing our curriculum maps, the taught curriculum for all ELL students will be examined in order to ensure our school's curriculum is aligned to state learning standards. Emphasis will be placed on the development of lessons that consistently address NYS learning standards.

The curriculum includes rigorous writing standards, spoken presentations and opportunities for improving speaking and listening skills. This initiative is for all students with a focus on reviewing the taught curriculum for ELL's so that all teachers servicing our ELL students are fully aware of the NYS Learning Standards for ELL's.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We will form a committee to review the curriculum used in Math in the school, although when the teachers do curriculum mapping each semester they follow NYS standards.

At department meetings at the beginning of each semester teachers used curriculum mapping to align their curriculum to state standards. Teachers used the newest standards published by NYS for reference.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum mapping is essential for bilingual and ELL's since there is a very broad range of academic preparations on the part of the students who come from countries all over the world and speak many different languages. To succeed teachers must focus on key concepts as they teach not only the content, but also English to these students. Their success is witnessed by the school's cohort statistics, an AYP of 189 in Math for the 2004 cohort. Emphasis is placed on teachers including a language objective as well as a content objective.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level.

Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Subject level committees review the ELA curriculum that the school uses. However, the only students in our ELA classes are ELL's who scored proficient or labbed out on the NYSESLAT. These students have already passed the ELA Regents.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A committee finds that most teachers teach the four essential skills: listening, speaking, reading and writing with a high degree of rigor. However, we continually search for new ways to help our newly arrived immigrant students pass the ELA Regents within the required four years.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Teachers of Math engage in professional development in the use of technology, in the Election Day professional development they spent the day learning how to upload curriculum and assignments to the school's website; they learned Advanced Techniques for using the SmartBoard in their classes. In previous department meetings they have practiced using the graphic calculators in their curriculum. ESL methodologies requiring cooperative learning are frequently observed.

UPDATED – OCTOBER 2008

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence: In observations by the Principal and Assistant Principal; agendas for professional development days; in department meetings.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will continue to employ language building and critical thinking skills in the Math classroom and to enhance teacher use of technology in the classroom.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The past three years over 77% of the teachers have been at the school 2 or more years. Ten percent ESL teachers retired. All but one Math teacher has taught at Newcomers High School for more than two years. Most teachers who leave do so for family reasons or retirement.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The BEDS report.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

The Language Allocation Policy describes what is happening in professional development at Newcomers High School and not what we wish to have happen. Since Newcomers is a school of 100% ELL all new teachers participate in a New Teacher workshop and are assigned a buddy teacher, in addition to the NYS mandated mentor. Title I Professional Development funding supports the mentor teacher, a new teacher workshop during the seminar period, and a teacher's resource center. It also supports the Lehman Writing Project workshop held for ten teachers at the school. This year we invited Lincoln Center, the American Place Theater, Teaching Matters, and other cultural institutions to provide residencies in the school. They will instruct and assist teachers in the implementation of student-centered strategies and help to infuse the arts as an instructional methodology into all areas of the curriculum. Teachers are currently surveyed as to their needs for professional development. The funds will help us to assist teachers specifically where needed, such as in the use of technology, language-acquisition, and interdisciplinary techniques. Other workshops this year dealt with how to teach multi-culturism and how to help students deal with diversity issues. Other workshops focused on the use of technology in the classroom as a means of differentiating instruction. Two teachers are also participating in Title IID workshops, also, on the instructional use of technology. Department meetings have discussed language objectives for the content areas. Other professional development involved application of constructivist methodologies in Social Studies, and *realia* in Science, two teaching methodologies well adapted to language building, as well as critical thinking skills.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Students at Newcomers High School are newly arrived immigrants who enter the school speaking little or no English. 92% of our students are ELL's; the remainder consists of former ELL's. Consequently, most of the professional development at Newcomers High School focuses on the needs of ELL's and the training teachers require to be able to address those needs. Teachers and administrators have participated in Q-Tel workshops; currently, ten teachers are enrolled in workshops sponsored by the Lehman Writing Project. This coach spends one day a week at the school working with teachers from both ESL and the content areas on developing language skills.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school uses Title I professional development funding to provide much of its professional development for teachers.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Assistant Principal and a committee will be formed to study this issue as the school constantly uses data to form classes that address the needs of the struggling student and to identify future needs.

Teachers can access NYSESLAT scores, previous ELA Regfents scores, previous term's ESL grade and teacher via computer or from lists in their respective department offices.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION Not Applicable. School has no students with IEP's.

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Sep 16, 2008** Email address: **mburke4@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	30Q555
School Name	Newcomers High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 440,816
Principal Name	Mary Burke
Principal Email	mburke4@schools.nyc.gov
Principal Phone	7189376005

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
 No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
 No



Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 440,816

Please describe the program.

Students receive 9 hours and 15 minutes of English-language instruction per week. Content area classes are taught using ESL and/or bilingual methodologies. Teachers are trained in ESL/bilingual methods of teaching. Cooperative learning is emphasized and used in most classes. Different languages are integrated in their ESL classes. Students are tested when they register for the school so that they are programmed at appropriate levels in ESL and Math. The school offers Advanced Placement classes for ELL's.

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

We intend to add additional classes in ESL and Math so as to reduce class size and to help the struggling student.