



NEWTOWN HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: NEWTOWN HIGH SCHOOL 24Q455
ADDRESS: 48-01 90TH STREET, ELMHURST, NY 11373
TELEPHONE: 718-595-8400
FAX: 718-699-8584

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q455 **SCHOOL NAME:** Newtown High School

SCHOOL ADDRESS: 48-01 90th Street, Elmhurst, NY 11373

SCHOOL TELEPHONE: 718-595-8400 **FAX:** 718-699-8584

SCHOOL CONTACT PERSON: John Ficalora **EMAIL ADDRESS:** jficalo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Terry Paglia

PRINCIPAL: John Ficalora

UFT CHAPTER LEADER: Jessica Greci-McDermott

PARENTS' ASSOCIATION PRESIDENT: Dorothy Baker

STUDENT REPRESENTATIVE: Pamela Gil Pimentel
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** ICI – Integrated Curriculum and Instruction

SSO NETWORK LEADER: Gerard Beirne

SUPERINTENDENT: Francesca Pena

Section II: School Leadership Team Signature Page

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website <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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
John Ficalora	*Principal or Designee	
Jessica Greci – Mc Dermott	*UFT Chapter Chairperson or Designee	
Dorothy Baker	*PA/PTA President or Designated Co-President	
Liliana Gutierrez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Pamela Gil Pimentel	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Samantha Arias	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Terry Paglia	Member/Staff – CSA	
Melissa Mastrangelo	Member/Teacher	
Dolores Gilbert	Member/Teacher	
Jennifer Schneider	Member/Teacher	
Ana Giron	Member/Parent	
Shirley Lopez	Member/Parent	
Nidia Guarin	Member/Parent	
Esterlita C. Beja	Member/Parent	

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.

Newtown High School is dedicated to serving its students for over a hundred years by providing outstanding educational opportunities and academic excellence. We are located in the heart of Elmhurst, Queens, a diverse and multicultural community. This community is reflected in our student body.

Our growing Honors and Advanced Placement program is based on the philosophy of giving all students the chance to achieve and succeed. Honors courses are in Science, Social Studies, English, Math and Talent classes in Music are offered. Newtown High School was awarded an Advanced Placement Grant that allowed an increase in professional development for the teachers of AP students. We were awarded the REACH grant, which monetarily compensates students for scores of 3 or higher on the AP Exams. Students also benefited from attending AP Exam Preparation courses sponsored by the College Board, as well as our school. Numerous students are enrolled in one of the following Advanced Placement courses: American History, Literature, Spanish Language, Spanish Literature, Biology, Calculus BC and Chinese Language & Culture. In addition, our Honor Groups include Mu Alpha Theta and Arista. The success of Newtown students is not only measured by their classroom achievement but what they accomplish by these clubs/activities. Our Science research class has produced a semifinalist in the Intel/Westinghouse and Seimen's National Science talent contests. This is an admirable accomplishment because many students in our population enter our school at low levels in math and reading, and many of our students are former English Language Learners.

Newtown High School prides itself on preparing our students for the demands of an evolving global market by providing a well-rounded curriculum which includes business and arts. Newtown High School offers three educational specialized programs:

Business Institute – New Media/E-Commerce

Computer Application and Internet Research

E-Commerce and Desktop Publishing

Web Page Design

Microsoft Specialist Office Suite leading to Microsoft Office Specialist Certification
Work/Study

Pre-Engineering/Computer Technology Academy

Design and Drafting for Production

Principles of Engineering

Architecture

Electronics and Robotics

A+ Certification (Computer Repair)

Network Cabling Specialist

(Telecommunications)

Art Program

Drawing & Print making

Fashion Design & Illustration

Commercial & Computer Art

Painting

Upon completion of the Major Art Program students are eligible for the Art Regents.

The Arts Department provides a versatile and multi-dimensional environment where students strengthen their creative abilities towards developing future careers in the fine arts, graphics, industrial design, dance and music. Foundation courses are offered in all of these areas and provide students with the skills they need to express themselves creatively. To overcome budgetary constraints, the administration is always exploring other sources of funding. We are the proud recipients and/or participants of the following grants: VTEA, REACH, ELL Global Enrichment, among others.

The school has received positive media attention regarding our academic, extra-curricular programs and the diversity of our school. NY1 interviewed students representing clubs and community service groups, such as Leaders of Tomorrow, Club PINK (promoting female empowerment and entrepreneurship) who shared elements of their cultures during a standing-room-only presentation. Our programs provide students with positive activities and promote peaceful solutions.

In addition to focusing on academic rigor and community service, our physical education department encourages all students to become physically fit through Fitness Gram and disciplined through sports. Newtown High School is proud of our award-winning varsity teams as well as our \$4.1 million athletic field. Our weight-training room is used to their full capacity during the school day, as well as in after-school clubs and activities.

Our school serves as a safe haven for a nurturing learning environment that opens the door for a brighter future.

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:	Newtown High School							
District:	24	DBN:	24Q455	School BEDS Code:	342400011455			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		78.6	81.3	TBD	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		90.5	90.7	TBD	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment:				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		27.5	27.5	46.4	
Grade 8	0	0	0					
Grade 9	1104	1028	962	Students in Temporary Housing - Total Number:				
Grade 10	1102	887	863	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	769	723	595		7	8	TBD	
Grade 12	827	762	774					
Ungraded	3	0	2	Recent Immigrants - Total Number:				
Total	3805	3400	3196	(As of October 31)	2006-07	2007-08	2008-09	
					264	253	244	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	193	168	131	Principal Suspensions	260	292	TBD	
# in Collaborative Team Teaching (CTT) Classes	22	51	54	Superintendent Suspensions	41	38	TBD	
Number all others	143	110	115					
These students are included in the enrollment information above.				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	TBD	TBD	190	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:				
(BESIS Survey)				(As of October 31)				
(As of October 31)	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	734	757	635					
# in Dual Lang. Programs	0	0	0	Number of Teachers	173	175	176	
# receiving ESL services only	368	302	358					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	32	54	44	Number of Administrators and Other Professionals	39	47	48
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	5

Overage Students (# entering students overage for grade) Teacher Qualifications:

(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
		381	303	296	% fully licensed & permanently assigned to this school	100.0	100.0
				% more than 2 years teaching in this school	82.7	88.0	88.0
				% more than 5 years teaching anywhere	76.0	76.0	82.1

Ethnicity and Gender - % of Enrollment:

(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	2006-07	2007-08	2008-09
American Indian or Alaska Native	0.3	0.2	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.5	86.9	92.3
Black or African American	8.0	8.2	8.0				
Hispanic or Latino	64.2	64.2	64.9				
Asian or Native Hawaiian/Other Pacific Isl.	23.2	22.7	22.0				
White	4.3	4.7	5.0				
Male	55.4	56.6	58.0				
Female	44.6	43.4	42.0				

2009-10 TITLE I STATUS

√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes, area(s) of SURR identification:			
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Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:

√	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ____				
	School Requiring Academic Progress (SRAP) – Year 7				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	TBD	Overall Evaluation:	TBD
Overall Score:	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment:	TBD	Quality Statement 2: Plan and Set Goals	TBD
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	TBD
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	TBD
Student Progress:	TBD		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	TBD		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?

After conducting our review in our academic subject areas, we have identified the following trends, accomplishments and aids or barriers to the school’s continuous improvements as follows:

Data Source: NYS School Report Card Comprehensive Information Report 2008-2009
Analysis of Performance on NYS Mathematics Regents Exams

Integrated Algebra Regents							
ALL STUDENTS	Number of Test Takers	# Students Scoring 65+	# Students Scoring 85+	STUDENTS with DISABILITIES	Number of Test Takers	# Students Scoring 65+	# Students Scoring 85+
2008-2009	1166	478	23	2008-2009	76	9	0
2007-2008	703	225	14	2007-2008	72	7	0
2006-2007	n/a	n/a	n/a	2006-2007	n/a	n/a	n/a

Integrated Algebra Regents trends: A trends analysis of the Integrated Algebra Regents exam indicates an increase in the number of students earning passing scores of 65 and above on the exam from the previous year. Further analysis reveals that the number of students demonstrating mastery of the subject on the Regents exam also increased. To continue the upward trend we have implemented several strategies for targeting assistance to students according to their needs. Incoming freshmen are given differentiated instruction within three sequences – 2-term Honors, 2-term non-Honors and 4-term. Students who were unsuccessful at passing the Regents the first time are programmed for an additional term of Algebra to prepare them for the next administration. Intensive Regents Prep tutoring sessions are given daily for at least one month before the administration of each Regents exam. We expect that with the given and newer initiatives to follow, the number of students passing the Integrated Algebra exam will continue increasing.

Analysis of the students with disabilities reveals that each year there is an increase in the number of students who have demonstrated proficient performance on the Integrated Algebra Regents by scoring at least 65% on the exam. To continue the upward trend, we have expanded our team teaching program by increasing the number of inclusion classes and by having two mathematics

teachers in the room. Additionally, students are given targeted instruction and lessons are differentiated to meet the needs of the students.

Geometry Regents							
ALL STUDENTS	Number of Test Takers	# Students Scoring 65+	# Students Scoring 85+	STUDENTS with DISABILITIES	Number of Test Takers	# Students Scoring 65+	# Students Scoring 85+
2008-2009	234	138	12	2008-2009	n/a	n/a	n/a
2007-2008	n/a	n/a	n/a	2007-2008	n/a	n/a	n/a
2006-2007	n/a	n/a	n/a	2006-2007	n/a	n/a	n/a

Geometry Regents trends: To date there are no trends to analyze because the exam has only been administered for one school year. During the first year administration of the Geometry Regents exam, 59% of the students scored 65% or above on the Regents. Our efforts to continue the upward trend include teaching students how to use graphing calculators and other dynamic software such as the Geometer’s Sketchpad to model concepts for easier and deeper understanding of concepts in addition to helping them understand how to do the computations. Teachers use the Smart board and/or LCD projectors to facilitate this. The use of the technology in teaching keeps students engaged and creates additional opportunities for rich discussion about the concepts being taught. We expect that the increased engagement and opportunities for practicing the material will result in even more students passing the Geometry Regents this school year.

Data Source: NYS School Report Card Comprehensive Information Report 2008-2009
Analysis of Performance on NYS English Regents Exam

ELA Regents							
ALL STUDENTS	Number of Test Takers	% Students Scoring 65+	% Students Scoring 85+	STUDENTS with DISABILITIES	Number of Test Takers	% Students Scoring 65+	% Students Scoring 85+
2008-2009	732	71%	7%	2008-2009	55	42%	2%
2007-2008	818	77%	9%	2007-2008	74	32%	0%
2006-2007	868	71%	9%	2006-2007	24	25%	0%

English Regents trends: A trends analysis of the ELA Regents exam scores indicates a decrease in the percentage of students taking the exam and as a result a decrease in the percentage of students earning passing scores of 65 and above on the exam from the previous year; with the exception of the subgroup of Students with Disabilities in which scores have drastically increased by 9%. Further analysis reveals that the number of students demonstrating mastery of the subject on the Regents exam has also decreased; again with the exception of the subgroup of Students with Disabilities which indicates a 2% increase. We have implemented several strategies for targeting assistance to students according to their needs. Incoming freshmen are given differentiated instruction within Ramp-Up classes and are taught some of the skills needed for successful performance on the Regents exam. Students who were unsuccessful at passing the Regents exam at their first attempt are programmed to take classes coded as “R” classes, which provide additional differentiated support to students based on disaggregated Regents scores according to specific performance tasks tested on the Regents exam, to prepare them for the next administration. Intensive Regents Prep tutoring sessions are given daily after school for a period of three weeks before the administration of the Regents exam. In addition to the intensive

tutoring sessions, we also provide tutoring every day during the school day. Teachers differentiate their lessons and align their lessons with our revised Curriculum which spiral, both vertically and horizontally, the skills tested on the ELA exam. In addition, we have implemented the use of the Achieve 3000 program as added support for students. The program is designed to help students increase by one reading level for every 40 hours of use. Teachers also use the Smart board and/or LCD projectors to support the diversified learning styles of their students. The use of technology in teaching keeps students engaged and creates additional opportunities for rich discussions and sustained learning opportunities. We expect that the initiatives outlined above will support students by increasing student engagement and by providing opportunities for students to sharpen their reading, writing, speaking, listening and Critical thinking skills resulting in an increase in the percentage of students passing the ELA exam.

We have identified the following trends in relation to the school's continuous improvements:

- Increased levels of student engagement and achievement in classrooms where educational technology and interactive group activities are used frequently.
- More efficient collection and use of a wide variety of data by classroom teachers and their supervisors result in better formative assessment which guides classroom instruction, student goal setting, and school/department policy.
- Decline in student attendance in the months of December and January adversely affects overall student performance.
- A somewhat large number of over-the-counter ELLs and students from outside New York State enter the school at varying levels of school readiness continuously throughout the school year.

Significant Aids Continuous Improvement

Some aids that exist to continue our efforts toward improvement include:

- The school has purchased Daedalus which is used for easy collaboration and communication between teachers, guidance staff, Deans and parents and grade reporting.
- \$65,000 grant awarded to the school for use toward improvement in Regents exam performance in English and Mathematics in our efforts to make AYP in all categories.
- Increased availability of Academic Intervention Services during the school day, afterschool, and on weekends with students taking advantage of our expanded AIS program.
- Cooperation from the entire school community (teachers, school aides, Assistant Principals, and security) in clearing the halls.

We are very proud of the accomplishments we have made and continuously strive to improve our school. Over the last few years, we have made tremendous strides in the following areas.

- 20 point jump for Freshman Credit Accumulation.
- 83.1% Attendance Rate at the end of the 08-09 School Year – an increase of 2% due to increased outreach efforts.
- Increased number of ICT classes from six (6) to nine (9)
- Increased use of technology in all content areas, including the SmartBoard/LCD projector and a mobile laptop cart.
- Academic Intervention Services expanded to include more tutoring, Saturday Classes, PM School, and push-in models for ELL content area classes.
- Enhanced use and understanding of data and how it can be used to drive instruction and influence school policy.
- Expansion of the hall sweep program to encourage student punctuality to class.
- Multiple Inquiry Teams which perform action-based research in each department; expanding teacher participation to 90%.

What the school does well (from our 2008-09 QR)

- The principal leads the school very well and he receives very good support from his team of assistant principals.
- The school is a very positive, safe and inclusive environment where most students make increasingly good progress.
- Leadership and accountability are distributed well and department leaders are encouraged to be innovative and imaginative in addressing improvements.
- Department leaders have a very clear understanding of the quality of the teaching and learning as well as students' progress and achievement.
- The school leadership has a very thorough overview of the progress of all students and the performance of each grade, subject and class.
- The range and depth of the curriculum are significant strengths of the school, with particularly effective contributions from foreign languages, art, music and an extensive program of extracurricular activities.
- The school has a very robust, but supportive system for holding teachers accountable for their students' achievement.
- Teamwork is a growing strength in all areas of the school's work and professional development is well focused on the key changes needed to improve students' achievements.
- There are strong links with a wide range of external organizations.
- Communications with parents are good and the parent teacher association makes a strong contribution to increased parental engagement with the school.

What the school needs to improve (from our 2008-09 QR)

- Continue efforts to raise students' attendance further and reduce tardiness, through deeper analysis of attendance data and follow-up action.
- Develop improvement plans to include precise short and medium-term strategic goals.
- Continue to develop the teachers' capacity to differentiate their instruction based on the needs of their students.
- Review scheduling to ensure it maximizes opportunities for teachers to meet and plan together in departments.
- A large, transient population with excessive absenteeism.
- A large number of English Language Learners whose command of English is very limited.
- Limited parent involvement.

Based upon the Progress Report, Quality Report, the School Report Card, and other gathered data from HSST, ATS, and ARIS, a comprehensive analysis of data pertaining to credits earned in students' third year (2009 cohort), second year (2010 cohort) and first year (2011 cohort) was obtained from last school year. Student data has been analyzed to determine the percentage of students who are not accumulating 10 or more credits and the specific subject areas where students are not accumulating credits throughout the course of the school year. Data has been analyzed to identify where these students are in term of fulfilling Regents requirements and passing rates as well as a breakdown of the grade level of students in relation to their cohort year in order to accurately identify our off track students.

In addition, Regents grade data has been analyzed based on cohort in order to identify students in the 2009 cohort who can be targeted for Regents prep and retesting to improve our weighted graduation rate. Although not required for graduation, we want our students to obtain at least a 65 on all of their

Regents exams. In addition, students who are on-track are encouraged to pursue the Advanced Regents diploma.

A comprehensive analysis of data pertaining to marking period grades has also been performed in order to identify the subjects where students are not passing the majority of their classes. Data has been broken down by ethnicity, gender, grade level, ELA & math levels, and cohort. This data will shape what types of AIS we are offering in each subject area, since the needs of each department are unique, yet in alignment with the overall school-wide goals.

Besides grades, we are looking at other areas where data analysis can be utilized. Comprehensive analysis of data pertaining period attendance and student cutting is being studied in order to identify periods, teachers, courses and sections of the day when student cutting is most prevalent. A lot of cutting happens because students must leave the building to enter the trailer area for some classes. In addition, we have considered qualitative feedback from teachers and parents in which they have shared their insights as to which areas need serious addressing in attendance and cutting. As a result, we are investigating various approaches to re-routing students and reassigning staff members in order to reduce cutting and enhance school tone and order in the building.

Our findings in our needs assessment have helped us to develop our school-wide goals for the 2009- 10 school year. We will constantly monitor the available data to see if we are making progress towards our goals, and if not, devise alternative measures to ensure success for our students at Newtown High School.

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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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.

ANNUAL GOAL	DESCRIPTION
<u>Goal 1: ELA GOAL:</u> To increase by 2% the number of students passing the ELA Regents exam with a grade of 65 or higher for the 2009-2010 school year.	After review of our AYP status, we determined that it is necessary to concentrate on the improvement of the ELA Regents performance.
<u>Goal 2: ELA/ESL GOAL:</u> To increase by 2% the number of ELL students passing the ELA Regents exam with a grade of 65 or higher for the 2009-2010 school year.	After review of our AYP status, we determined that it is necessary to concentrate on the improvement of the of ELL students on the ELA Regents.
<u>Goal 3: MATH GOAL:</u> To increase by 2% the number of students passing the Math Regents exam with a grade of 65 or higher for the 2009-2010 school year.	After review of our AYP status, we determined that it is necessary to concentrate on the improvement of the Math Regents performance.
<u>Goal 4: GRADUATION RATE GOAL:</u> By August 2010, the graduation rate for the current cohort will demonstrate a 1% increase as measured by the 2009-2010 NYC Progress Report.	After review of the data from NYS 2008-09 Accountability and Overview Report and the 2008-09 NYC Progress Report, there is a need to focus on students in our targeted subgroups that are not graduating in four years. Therefore, school-wide initiatives and AIS to address student needs that will result in an improved graduation rate.
<u>Goal 5: ATTENDANCE GOAL:</u> By June 2010, the whole school Attendance Rate will improve by at least 2%, as indicated by the school’s Annual Attendance Report.	After review of our Annual Progress Report, we determined that it is necessary to concentrate on the improvement of the yearly Attendance Rate.
<u>Goal 6: SWD: ELA GOAL:</u> By June 2010, there will be a 2% increase of students meeting state standards as measured by the performance on RCT Reading and Writing assessments.	After review of our AYP status, we determined that it is necessary to concentrate on the improvement of the SWD on RCT Reading and Writing.
<u>Goal 7: SWD: MATH GOAL:</u> By June 2010, there will be a 2% increase of students meeting state standards as measured by the performance on RCT Math assessments.	After review of our AYP status, we determined that it is necessary to concentrate on the improvement of the SWD Math RCT performance.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Subject/Area (where relevant):

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: ELA GOAL To increase by 2% the number of students passing the ELA Regents exam with a grade of 65 or higher for the 2009-2010 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>	<p>Target Population: 9th – 11th grade students Responsible staff: Assistant Principal English, English teachers, Achieve3000 trainers Implementation Timeline: Fall & Spring term 2009-2010 Actions/Strategies/Activities</p> <ul style="list-style-type: none"> ▪ On an ongoing basis, teachers will continue to reinforce critical thinking skills through the use of more non fiction texts in order to develop the skills necessary for students to meet with success on the January and June ELA Regents exam. ▪ On an ongoing basis, teachers will continue to develop listening skills and note taking skills as they differentiate their instruction by introducing audio segments and implement read aloud sessions in addition to providing students with scaffolded templates for effective note taking. ▪ On an ongoing basis, students who have exhibited a continued pattern of academic instability will be given the opportunity to work with the Achieve 3000 program to help them increase by one reading level for every 40 hours spent on the program. Interim benchmarks will be discussed at monthly meetings with the Achieve 3000 Coordinator. ▪ Interim assessments will be reviewed after each graded marking period. (26-30 days) ▪ Data will be made easily accessible to all staff members. <ul style="list-style-type: none"> ○ Daedelus software allows all teachers current student data including credit accumulation, current and prior report cards, interim progress reports, 8th grade assessment scores, ELL status, SPE status, testing modifications, IEPs, attendance data, etc ○ ARIS data software ▪ On an ongoing basis, the Department Inquiry team will closely work with selected students who have not yet received a grade of 65 or better on the ELA Regents exam and are a part of the cohort of students graduating in June of 2010. ▪ On an ongoing basis, the English Curriculum will be revised and aligned with NYC State and City standards and will continue to focus on sharpening the various sets of academic skills which are tested on the ELA Regents exam. ▪ On an ongoing basis, the English Curriculum will be revised for proper vertical and horizontal alignment as higher level skills are built upon strong foundational skills in the areas of reading, writing, speaking and listening in line with City and State standards.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><i>Contract for Excellence</i> monies have been used to pay per-session for extended day Freshmen classes which have been designed to help struggling 9th graders to acquire the skills necessary as 10th graders. The monies have also been used in order to provide tutoring for students in all grades.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Bi-annual Periodic Assessments, ongoing Formative assessments such as individual student conferences and evidence portfolios, and summative assessments per marking period such as classroom exams, projects, oral presentations and in-class debates are some tools which measure interim progress and provide teachers with the necessary data to effectively differentiate their instruction.</p>

ESL

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: ELA/ESL GOAL : To increase by 2% the number of ELL students passing the ELA Regents exam with a grade of 65 or higher for the 2009-2010 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>	<p>Target Population: ESL 10th – 11th grade students Responsible staff: Assistant Principal ESL, ESL teachers, Narissa Salvator, Gabriella Altomarinno, Assistant Principal Native Languages Implementation Timeline: Fall & Spring term 2009-2010 Actions/Strategies/Activities</p> <ul style="list-style-type: none"> ▪ On an ongoing basis, teachers of ELLs will continue to reinforce critical thinking skills through the use of more non fiction texts in order to build academic language. ELLs will develop necessary skills for students to be successful on the January and June ELA Regents exams. ▪ On an ongoing basis, teachers of ELLs will continue to help students develop listening and note taking skills as they differentiate their instruction by adapting listening passages and utilize read alouds in lessons. ▪ On an ongoing basis, students will be provided with tutoring programs to improve reading, writing and listening skills. ▪ On an ongoing basis, the Department Inquiry team will closely work with ELLs who have not yet received a grade of 65 or better on the ELA Regents exam and are a part of the cohort of students graduating in June of 2010. ▪ On an ongoing basis, the ESL Curriculum will be revised and aligned with NYC State and City standards and will continue to focus on sharpening the various sets of academic skills which are tested on the ELA Regents exam. ▪ Students will be given the opportunity to work with the Achieve 3000 program to help them increase by one reading level for every 40 hours spent on the program. Interim benchmarks will be discussed at monthly meetings with the Achieve 3000 Coordinator. ▪ Newtown High School has been awarded a SIFE Grant to assist students of low literacy skills to meet success through afterschool programs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title III monies will be used to pay per-session for classes before, after school and in the Saturday Academy which have been designed to help struggling ELLs to acquire necessary skills.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The bi-annual Pearson Assessments, student conferences and evidence portfolios will be ongoing as well as classroom exams, projects, and oral presentations will provide teachers with the necessary data to differentiate instruction in lessons.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: MATH GOAL: To increase by 2% the number of students passing the Math Regents exam with a grade of 65 or higher for the 2009-2010 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>	<p>Target Population: 9th – 12th grade students Responsible staff: Assistant Principal Math, Math teachers Implementation Timeline: Fall & Spring term 2009-2010 with periodic reviews Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Provide Regents Prep in class, after school hours, and on Saturdays throughout the school year • Offer Intensive Regents Prep training sessions during the three weeks prior to the exam administration • Provide professional development to aid teachers in improving Regents results • Conduct item analyses of previously administered exams to identify areas needing additional attention. • Teachers will use this information to provide additional support to students in the identified areas • Department wide periodic assessments, including the use of Acuity, will be administered three times per year • Item analysis of the results from each exam will be done comparing individual class and department results. Teachers will use the analyses to modify instruction and reteach/review content. • Offer classes in English and bilingually (Chinese/Spanish) as per enrollment needs in math, • Uniform curriculum & pacing calendars provided to teachers in all core subjects
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Per session allocation for Saturday Academy and after school Intensive Regents Prep tutoring
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Department-designed & -issued periodic assessments administered several times annually • Use of various formative assessment techniques in classrooms • Formal exam analysis reports of class exams which includes a summary of findings and plan for modifying instruction/remediation based on results are generated by teachers

Graduation Rate

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: GRADUATION RATE GOAL: By August 2010, the graduation rate for the current cohort will demonstrate a 1% increase as measured by the 2009-2010 NYC Progress Report.</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>Responsible Staff member: AP supervisions for ELA, Math, Social Studies, Science, ESL, Guidance, Teacher Teams Target population: Current graduating Cohort (L) Implementation timelines: Students Scholarship will be reviewed each marking period. Actions/Strategies/Activities</p> <ul style="list-style-type: none"> ▪ Teacher Teams will disaggregate students in Cohort by Regents results and based on subgroup ▪ Teacher Teams will identify students in need of specific AIS based on need ▪ Inquiry Teams develop and implement instructional strategies to accelerate the learning of the Target Population in a particular sub-skill.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy</p> <ul style="list-style-type: none"> o Saturday class teacher/administrator per-session o Guidance counselor per-session for additional outreach
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Analysis of progress reports by teachers halfway through the Saturday program each semester to ensure students are on-track to earning credit. ▪ Review of mark analysis and report card grades after every marking period, as well as mid-marking period progress reports, to ensure students are on track towards graduation. ▪ <i>Projected Gain:</i> A 1% increase as measured by the 2009-2010 NYC Progress Report.

Subject/Area (where relevant): Attendance Improvement (School Wide)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: ATTENDANCE GOAL: By June 2010, the whole school Attendance Rate will improve by at least 2%, as indicated by the school’s Annual Attendance Report.</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>Responsible Staff member: Assistant Principal Guidance, Guidance Counselors, AP supervisions for Content Areas, Teacher Teams, Attendance Teachers Target population: All students Implementation timelines: Fall and Spring term 2009-2010 Actions/Strategies/Activities</p> <ul style="list-style-type: none"> ▪ Guidance & Assistant Principal visits to 9th grade classes to address the importance of good daily attendance in September 2009 and again in February 2010 ▪ Personal phone call to top 100 late comers Guidance Aides monthly ▪ Personal phone call to the top 100 cutters by Guidance Aides monthly ▪ Calls made each night using School Messenger ▪ Referral to guidance for students absent more than 10 days ▪ Attendance recognition & Incentive Programs at the end of each marking period
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ C6 Attendance Outreach Teacher ▪ Purchase school Messenger to make call ▪ Utilize AIDP funds for evening per-session to call homes
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Improved daily attendance ▪ Increased number of students passing all subjects ▪ Decrease in number of LTA’s <p><i>Projected Gain:</i> A 2% increase as measured by the 2009-2010 NYC Progress Report</p>

SWD:ELA

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 6: SWD: ELA GOAL: By June 2010, there will be a 2% increase of students meeting state standards as measured by the performance on RCT Reading and Writing assessments.</p>
<p>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></p>	<p>Target Population: 9th – 12th grade students Responsible staff: Assistant Principal ISS, ISS English teachers Implementation Timeline: Fall & Spring term 2009-2010 with periodic reviews Actions/Strategies/Activities</p> <ul style="list-style-type: none"> ▪ On an ongoing basis, teachers will continue to reinforce critical thinking skills and revisit the skills required in order to develop the skills necessary for students to meet with success on the January and June RCT Reading and/or Writing exams. ▪ On an ongoing basis, students will be given the opportunity to attend tutoring programs to improve reading, writing and listening skills. ▪ Data will be made easily accessible to all staff members. <ul style="list-style-type: none"> ○ Daedelus software allows all teachers current student data including credit accumulation, current and prior report cards, interim progress reports, 8th grade assessment scores, ELL status (if applicable), SPE status (if applicable), testing modifications (if applicable), IEPs (if applicable), attendance data, etc ○ ARIS data software ▪ On an ongoing basis, the Department Inquiry team will closely work with selected students who have not yet received a grade of 65 or better on the ELA Regents exam and are a part of the cohort of students graduating in June of 2010. ▪ On an ongoing basis students will be assigned Achieve 3000 Reading program to enhance their decoding, fluency, and comprehension skills. Their ELA teacher will monitor progress and ensure that students are using the program and succeeding. ▪ On an ongoing basis the ELA teachers will meet daily to discuss the best practices in their classes and the student’s present level of performances (PLOP). ▪ On an ongoing basis the Department Inquiry Team will work closely with this year’s Cohort who have not yet received a 65 or higher on the ELA Regents or who have yet to pass the RCT Reading and/or Writing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session allocation from the \$65,000 Grant that Newtown High School has received.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval (frequency) of periodic review: End of Each Marking Period Instrument(s) of measure: ACUITY Projected Gains: .5% increase at each benchmark period Student conferences and evidence portfolios will be ongoing as well as classroom exams, projects, and oral presentations will provide teachers with the necessary data to differentiate instruction in lessons. Teachers will be informed of which students need to take the ELA Regents and received a grade of 65 or higher or take the RCT Reading and/or Writing.</p>

Subject/Area (where relevant):

SWD:MATH

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 7: SWD: MATH GOAL: By June 2010, there will be a 2% increase of students meeting state standards as measured by the performance on RCT Math assessments.</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>Target Population: 9th – 12th grade students Responsible staff: Assistant Principal ISS, ISS English teachers Implementation Timeline: Fall & Spring term 2009-2010 with periodic reviews Actions/Strategies/Activities:</p> <ul style="list-style-type: none">• Provide RCT Prep in class and after school hours throughout the school year• Offer Intensive RCT Prep training sessions during the three weeks prior to the exam administration• Teachers will use this information to provide additional support to students in the identified areas• Uniform curriculum & pacing calendars provided to teachers in all core subjects <p>Mid Course Correction Plan (if applicable): TBD if necessary</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>	<p>Per-session allocation from the \$65,000 Grant that Newtown High School has received.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interval (frequency) of periodic review: End of Each Marking Period Instrument(s) of measure: ACUITY Projected Gains: .5% increase at each benchmark period Student conferences and evidence portfolios will be ongoing as well as classroom exams, projects, and oral presentations will provide teachers with the necessary data to differentiate instruction in lessons. Teachers will be informed of which students need to take the Math Regents and received a grade of 65 or higher or take the RCT Math.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
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	183	127	198	175	485	49	45	82
10	78	226	215	128	357	51	50	65
11	246	215	243	116	318	20	54	61
12	97	119	110	79	378	32	41	73

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	On an ongoing basis, during the school day, teachers conduct small group and one on one tutoring sessions. Teachers also conduct conferences with students. After school, extended day classes and additional tutoring is made available for students. Teachers collaborate with students and build incentives for students to improve attendance and attain academic success. Teachers coordinate with their colleagues, who share the same student, and collaborate on viable strategies in order to support each student’s academic growth. Individual contracts delineating both academic as well as behavioral requirements are established. Students’ progress reports and post cards highlighting academic achievements are sent home. Parents/Guardians are contacted and are given opportunities to meet with teachers to discuss their child’s academic progress
Mathematics: Tutoring, Saturday Academy; Collaborative Team Teaching, Extended Day, Varied/Modified Pacing	<p><u>Integrated Co-Teaching:</u> 2 collaborative team teaching classes (one Integrated Algebra, one Intermediate Algebra) provide instruction to classes taught with two licensed teachers in the room.</p> <p><u>Circular 6R Tutoring:</u> One-to-one tutoring will be provided by Mu Alpha Theta honor society students and department teachers. Tutoring is given/supervised by teachers as their Circular 6R professional activity throughout the school day, 5 days per week.</p> <p><u>Saturday Academy & Extended Day:</u> Credit recovery and Intensive Regents preparation classes are given to support students who have failed a class in a prior term and/or who have yet to earn a score of at least 65 on either the Mathematics A or Integrated Algebra Regents.</p> <p><u>Varied/Modified Pacing:</u> Current 9th graders, special education students and students from other countries with low math proficiency levels are placed in a 4-term Integrated Algebra course. In the extended course pre-algebra skills are infused into the curriculum so that the pre-requisite skills are taught at the beginning and throughout each unit. Students are given daily remediation in order to raise their proficiency levels so they could more readily adapt to the rigor of the Integrated Algebra course and Regents.</p> <p><u>Other AIS:</u> Contact students’ homes when they are absent for three consecutive days or for more than three days in a marking period. Establish a class/individualized student contract that will set the academic and behavioral criteria for earning credit. Send home at least one progress report per marking period so that students have time to improve their performance prior to the official report card. Send home positive messages about improvement in student work and conduct.</p>

<p>Science:</p>	<p>Identify students in need of AIS intervention due to failing the previous year's Regents exam, received 55 or less in last year's science class, has 3 unacceptable lab reports in first marking period, has failed all tests and/or quizzes. Develop tutoring schedule and promulgate it by posting throughout the school and sending it to parents and guidance counselors. Introduced Intermediate Living Environment classes for students who have failed the Living Environment Regents and need intensive review. Teacher sends a science department form letter notifying parent of the AIS services, frequency and times. Letter should be mailed by the end of 1st marking period. Follow-up letter should be sent at the end of 2nd marking period. Teachers keep a log of all students identified and the letters sent to parents.</p>
<p>Social Studies: Tutoring; Saturday Academies; Collaborative Team Teaching classes</p>	<p><u>Integrated Co-Teaching:</u> 3 collaborative team teaching classes provide instruction to classes taught by two teachers</p> <p><u>Circular 6R Tutoring:</u> One-on-one tutoring and small group instruction. Selected by teachers as their Circular 6R professional activity; one period during the school day, 5 days per week.</p> <p><u>Saturday Academy:</u> Small group instruction is provided in Saturday academies to support students taking standardized Regents and RCT exams in Global History and US History and Government Delivered on a selected Saturday schedule. Includes both credit bearing courses and Regents prep courses for Global History and US History Regents exams.</p> <p><u>Summer School/High School:</u></p> <ul style="list-style-type: none"> • Identified by a failure to meet course standards and/or pass Regents exams. • Provides an opportunity for students to make up credits. • Reduced student-teacher ratio enables small group and individualized instruction based on assessed needs. • Affords at-risk students, identified by cohort data, the opportunity to re-take Regents exams.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual, group and family counseling. Crisis Prevention and Intervention. Anger Management Counseling. Attendance outreach, regular counseling for student referred by deans, teachers, with serious emotional behavioral, attendance, academic problems. Substance Abuse Prevention and Intervention by SPARK. Pupil Personnel Team weekly meetings.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Interventions focus on improving attitude and motivation toward academic activities. Advise students on how to improve their study habits and test-taking strategies. Work with students so they become more resourceful in finding information and/or academic assistance they need to succeed.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Every school has a program called "ERSSA" (Educationally Related Support Services). One of the ERSSA Services is to provide counseling to students in general education who may be a "risk", (social, psycho-social, and emotional factors that may impinge on their education). This is provided by the Social Worker. In addition, the Social Worker also interviews and participates in the evaluation and placement of students who are referred to the Committee on Special Education (initial evaluations).</p>
<p>At-risk Health-related Services:</p>	<p>Receive walk-in visits, first-aid care. Assist supervising diabetic students with insulin injection, blood sugar checking. Administer medications as MAF ordered. Document and enter ASHR 205, 103, 104 medication form, etc. Issue 504, 12S SH10, C12, etc. Call parent, doctor, EMS, Principal. Follow-up chronic, acute illnesses and any emergencies. Assist doctor. Vision screen, TB, immunization record.</p>



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

NCLB/SED requirement for all schools

**New York City Department of Education
Division of English Language Learners**

NEWTOWN HIGH SCHOOL LANGUAGE ALLOCATION POLICY

Narrative

NEWTOWN HIGH SCHOOL Language Allocation Policy Overview

Newtown High School is located at 48-01 90th Street in Elmhurst, New York. It is high school that services students in grades 9-12. We have a population of 3200 students, 27% (920) of whom have been identified as English Language Learners. Newtown offers bilingual programs in Chinese and Spanish, and a free-standing ESL program as well. Students and ELLs of special needs make up 11% of the student body and are offered services as well. Newtown offers honors and advanced placement courses, and programs in business, technology, major art and music. Newtown has several partnerships with colleges: *College Now* courses: sociology, Literacy Propaganda and Critical Thinking are sponsored by LaGuardia College. Biology classes are offered in conjunction with Queens College and business courses are offered through Queensborough Community College. All students can earn Regents and local diplomas.

Part A: Language Allocation Policy (LAP)

A. Language Allocation Policy Team is made up of John Ficalora, (Principal), Terry Paglia (Assistant Principal Supervision, ESL), Catherine Tsouristakis (Assistant Principal Supervision, Social Studies), Griselda Zapata (Parent Coordinator) and Charlene Nieves (LAB Besis Coordinator).

B. Teacher Qualifications:

All teachers in the ESL Department are certified. There are 10 teachers plus the Assistant Principal of ESL who provide ESL instruction. In addition, 5 certified English teachers who provide ELA instruction to ELLs. There are 5 Native Language Arts teachers who are certified in Spanish. All the Content Areas teachers are certified in their respective subjects of Mathematics, Social Studies and Biology. There are 18 certified bilingual content area teachers and 3 certified ESL Content Area teachers. As of September 2009, more than 50 teachers on staff have participated in QTEL training.

C. School Demographics:

There are about 3200 students at Newtown HS, 25% or 920 of which are ELLs. The transitional bilingual program contains 598 ELLs. It is comprised of 173 ninth grade ELLs, 195 tenth grade ELLs, 120 eleventh grade ELLs, and 110 twelfth grade ELLs. The free standing ESL

program has 287 ELLs which has 71 ninth grade ELLs, 66 tenth grade ELLs, 67 eleventh grade ELLs, and 83 twelfth grade ELLs. There are 52 ELLs with special needs 5 of which receive support from bilingual paraprofessionals. There are 11 in 9th grade, 15 in 10th grade, 15 in 11th grade and 11 in the 12th grade. There are 245 SIFE ELLs: 106 – 9th graders, 90-10th graders, 29-11th graders, and 20-12th graders.

Part II. ELL Identification Process:

All students who are recently arrived immigrants are identified by the following procedures by the assistant principal ESL, Lab-Besis coordinator and /or certified ESL teachers. The parent registers the child and completes a Home Language Identification Survey (HLIS) in the admissions office, room 207. The HLIS is reviewed and completed by the assistant principal and/or the Lab-Besis coordinator. If the HLIS indicates that a language other than English is used in the home, the student is administered an ESL placement/Interview test in the ESL office by the assistant principal, LAB-Besis coordinator or an ESL teacher. The student is then given the LAB-R within ten days of registration. The LAB-R is scored and reviewed. If the student scores at or below a state designated level of proficiency, the student is identified as an ELL. Parents are notified in writing, via the entitlement letter, which is sent home with the child, and are invited to attend a Parent Orientation session. The parent of an ELL is enabled to make a sound educational decision as to which program best meets the needs of their child: the transitional bilingual education program in Spanish or Chinese or the Free Standing ESL Program.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the parent orientation session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A DVD in nine languages provides parents of newly enrolled ELLs into the New York City school system, which provides information on the new reorganization and their right to choose educational options for their child. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation, and general educational program requirements. Parent surveys and program selection forms are returned to the ESL Department. If they are not returned in a timely fashion, the Parent Coordinator contacts the parents to ensure these forms are returned.

Students are placed within ten days of enrollment into the appropriate program. Parents may opt out of Bilingual Education, but may not opt out of ESL instruction until the student scores “Proficient” on the NYSESLAT.

As a school community we take great consideration towards meeting our ELL Parental concerns and we strive to provide them with the best possible educational experiences for their children throughout their entire academic career in order to accomplish their goals and succeed in Newtown and beyond.

The NYSESLAT is administered every spring to re-evaluate ELL students to determine whether or not they are still eligible for mandated ESL services. As soon as the NYSESLAT results are received, the students are identified according to their proficiency levels. The results of the RLAT are then disaggregated through the use of ARIS to identify the proficiency levels of ELL students based on the four modalities. According to these results, the ESL coordinator sends out entitlement or non-entitlement letters to parents, in order to ensure that information is communicated whether or not their children will receive ESL services.

Part III: ELL Demographics

A. ELL Programs

Newtown offers transitional bilingual education programs in Spanish and Chinese. There are 400 ELLs in the Spanish bilingual TBE program and 198 ELLs in the Chinese bilingual TBE program. In the free standing ESL program there are 287 ELLs. Transitional Bilingual Spanish Program offers ESL or ESL+ELA, Bilingual Content Subject Areas and Native Language Arts. The Free Standing ESL Program offers ESL or ESL+ELA, ESL Content Subject Areas and Native Language Arts. Transitional Bilingual Spanish Program offers ESL or ESL+ELA, Bilingual Content Subject Areas and Native Language Arts. The Free Standing ESL Program offers ESL plus content area subjects which utilize ESL methodology. Newtown HS, 25% or 920 of which are ELLs. The transitional bilingual program contains 598 ELLs. It is comprised of 173 ninth grade ELLs, 195 tenth grade ELLs, 120 eleventh grade ELLs, and 110 twelfth grade ELLs. The free standing ESL program has 287 ELLs which has 71 ninth grade ELLs, 66 tenth grade ELLs, 67 eleventh grade ELLs, and 83 twelfth grade ELLs. There are 89 ELLs with special needs 5 of which receive support from bilingual paraprofessionals. The ELLs of special needs in the TBE program are 7: 2 in the ninth grade, 1 in the tenth grade, 3 in the eleventh grade, and 1 in the twelfth grade ELLs of special needs in the ESL program are 54: 13 in the ninth grade, twelve in the tenth grade, 10 in the eleventh grade, and 19 in the twelfth grade. There are 245 SIFE ELLs: 106 in the ninth grade, 90 in the tenth grade, 29 in the eleventh grade, and 20 in the twelfth grade.

B. ELL Years of Service and Programs:

Most ELLs at Newtown, 537 students, have participated from 0-3 years, 253 have been in the programs from 4-6 years and 131 have been in the programs for 6+ years. There are 245 SIFE students at Newtown High School. The number of SIFE ELLs are 106 9th grade ELLs, 90 tenth grade ELLs, 29 eleventh grade ELLs and 20 twelfth grade ELLs Language Allocation Policy will provide guidance for language use as ELLs progress through their academic and language development program. These strategies will provide a continuum through which instruction is scaffolded as ELL students develop proficiency. These strategies will also enable students to meet and exceed the maximum requirements for English language development instruction as mandated by CR Part 154.

ELL Years of Service by Subgroups:

1. We currently have 245 SIFE students.
2. There are 170 Newcomers: 83 in 9th Grade, 66 in Grade 10, 18 in Grade 11, 3 in Grade 12
3. There are 393 students receiving ESL services, years 4-6.
4. Currently we have 35 special education students receiving ESL services
 - ELLs - 0-3 years: 6
 - ELLs - 4-6 years: 11
 - Long-Term ELLs - Completed 6 years: 18

C. Home Language Breakdown and ELL Programs:

Of the ELLs in our school, their language distribution in grades 9-12 is as follows:

	9 th	10 th	11 th	12 th	TOTAL
Spanish	171	171	123	122	546
Chinese	29	34	33	19	115
Russian	1		1		2
Bengali	4	10	6	9	29
Urdu		4	3	1	8
Arabic	3				3
French			1		1
Korean			1		1
Punjabi	1	3	2	4	10
Polish		1			1
Albanian	1	1			2
Other	41	44	42	39	166
TOTAL	251	268	212	194	925

D. Programming and Scheduling Information:**NEWTOWN HIGH SCHOOL Language Allocation Strategies:**

In order for each English language learner (ELL) to meet the high standards set for all students, we have established Language Allocation Strategies to ensure equity and academic growth for ELL students. Language Allocation Strategies are a systematic plan for language development that will guide programmatic and curricular decisions for ELL students until they acquire academic proficiency. These strategies will be implemented to ensure uniformity as well as consistency in the delivery of instruction to ELL students. These strategies will also enable students to meet and exceed the minimum requirements for English language development instruction as mandated by CR Part 154.

The “Aims” of lessons are provided in the native language as well as English. Word-walls for units studied are posted in classrooms. Students are seated heterogeneously that is, beginning, intermediate and advanced ELLs maybe mixed in classrooms so that peers help each other. Student engagement and interaction is incorporated into lessons. As ELLs progress with time an increased use of English is implemented by the teacher who is fluent in both languages. The bilingual teacher may begin the semester speaking in the native language 60% of the time and decrease to 40% then 20% as the term progresses.

The Free Standing English as Second Language (ESL) Program:

Newtown High School utilizes the freestanding ESL program and students receive all instruction in English. New York State Commissioner’s Regulations Part 154 determines how many units of ESL instruction each student should receive according to his/her English proficiency level

from New York State English as a Second Language Achievement Test (NYSELAT) score or according to the LAB-R score. Beginners on receive 630 minutes of ESL instruction per week. Intermediate Level students receive 420 minutes of ESL instruction per week while Advanced Students receive 210 minutes of ESL instruction as well as 210 minutes of ELA instruction per week.

Program model descriptions:

Our Beginners students receive 630 minutes of ESL instruction per week via a double period of ESL plus a writing support class. Our Intermediate and Advanced Students receive 210 minutes in ESL instruction as well as 210 minutes of ELA instruction per week. Since we are following the English as a Second Language Model, all instruction is in English.

Our school plan for SIFE students:

SIFE students have been identified needing literacy and academic help. In addition to Title III funding which provides after school and Saturday Academy tutoring, Newtown HS has been awarded a SIFE Grant. RIGOR materials are used to provide easy accessibility to content-rich opportunities along with phonics enrichment. Both programs provide test prep and student engagement in smaller group settings.

Plan for ELLs in school less than 3 years/Newcomers

- Students receive three periods of English/ESL instruction daily.
- Title III funding provides after school tutoring and Saturday Academy tutoring.
- QTEL strategies are utilized not only in ESL classes, but content-areas as well.
- Teachers scaffold lessons.

School plan for ELLs receiving service for 4 to 6 years:

- The school plan for long-term ELLs, who have been in the program for more than three years, is to provide specific support in the areas where they need most help.
- Some of our ELLs who have exited the ESL program are grouped accordingly within the classroom setting in order to benefit from the ELL instruction. They are assigned follow-up activities within the lesson in order to bridge their learning experiences and are given vocabulary support within the reading and writing workshop as well as content area support within all subjects.

School plan for ELLs in school 6 years completed or more/ Long-Term ELLs

ELLs who are in school for 6 or more years gain additional practice in listening, reading and writing skills via **Achieve 3000**. Teachers of ELLs also stress these skills in class. Students do extensive work in listening and taking notes as per ELA Prep classes available to ELLs. Students learn to organize essay writing for ELA Regents tasks step by step as per the curricula of ELA Prep. Students have extensive practice in responding to and comparing pieces of literature, interpreting graphs and charts, and connecting a critical lens through two works of literature read in class.

School plan for ELL Special Needs Students

Beginning ELLs of special needs are provided with three classes of ESL daily as per CRPart 154. Intermediate ELLs are provided with double period of ESL. Advanced ELLs of special needs also receive one period of ESL instruction with ESL teachers and 1 period of ELA in the

English department. Tutoring is available for students before, after school and on Saturdays through Title III Funding. Evaluation of ELLs receiving ISS takes place tri-annually throughout the year. Students IEPs are reviewed. Teachers are guided to direct instruction and build upon common theme based curricula.

Intervention Programs for ELLs (AIS)

On an ongoing basis, during the school day, teachers conduct small group and one on one tutoring sessions. In addition, teachers conference with students at least once a marking period. After school, extended day classes and additional tutoring is made available for students through Title III funding. **SIFE** Grant monies are allocated to support students in literacy and content. Teachers collaborate with students and build incentives for students to improve attendance and attain academic success. Students' progress reports and post cards highlighting academic achievements are sent home. Parents/Guardians are contacted and are given opportunities to meet with teachers and counselors to discuss their child's academic progress.

Transitional Student Support Plan (ELLs that pass NYSESLAT are Transitional students for 2 years)

Newtown's plan for continuing support for students who have reached proficiency include the following strategies. Students who have met proficiency on the NYSESLAT have the option to remain with ESL programs. Students are offered mentoring services via C6 periods by ESL/ELA teachers. Conferencing with students and collaboration between ESL and ELA teachers has been implemented. There is inter-visitation among ESL and ELA teachers.

Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

Students are provided services in all content areas to meet with success on Regents exams, such as extended time accommodations, use of glossaries and 3 read alouds where applicable. Extended day for ELLs is to be implemented. Tutoring and weekend classes are funded. Teachers are encouraged and instructed to review data and adjust curricula on the basis of student needs

Equal access to all programs: Equity is part of the culture at Newtown by offering ELLs the same opportunity for AP courses and special programs.

After school programs and supplemental services for ELLs: Extended day programs are offered to ELLs in content-areas, ELA, NLA and Art. ESL classes are in place for ELLs on Saturdays, classes are available in NLA (Spanish), beginning ESL, bilingual math for ELLs are available on Saturdays. SIFE Program- SIFE students receive additional instruction 4 days a week via our newly acquired SIFE funding.

Instructional materials including technology

Achieve 3000 licenses will be utilized by ELLs. ELLIS software is installed onto laptops so that ELLs gain practice with dialogues, listening, speaking, reading and writing skills. ELLs work on Internet based research projects. Content based texts have been purchased to support ELLs in building Academic Language. Teachers of ELLs engage in professional development using Dr. Fillmore's Language Acquisition Program based on word recognition and deconstructing vocabulary.

E. Schools with Dual Language Programs: Does Not Apply

F. Professional Development and Support for School Staff:

Professional Development workshops for staff working with ELLs are ongoing throughout the 2009-2010 school year. These workshops ensure the receipt of 7.5 hours for general education staff members, and 10 hours for special education teachers and paraprofessionals, as per Jose P. They include:

September 2009	PowerPoint Presentation on the NYSESLAT and the LAB-R: Analyzing and Interpreting Assessment Data
October 2009	Building Academic Language
November 2009	Continuous Support of Current ELLs and ELLs That Have Recently Tested Out
December 2009	QTEL Strategies for ELLs
January 2010	The SIOP Model
March 2010	ELL Methodology within the Classroom – What Works and How
May 2010	NYSESLAT Dates and Test Administration Information
June 2010	Supporting ELLs After Achieving Proficiency

G. Parental Involvement:

Newtown's Title III program will provide parents of ELLs opportunities to learn English. *Saturday Instructional Academy* - Parents will be given the opportunity to attend 15 sessions of ESL skills taught by fully certified ESL/bilingual teachers. Parents of newly arrived ELLs will attend 2 workshops (Spring and Fall) for orientation to the New York City School system. The Saturday Instructional Academy will be held from 9:00 a.m. to 12:00 p.m. from October 2009 through June 2010. Parents also take part in the School Leadership Team and Parent Association meetings held on the third Thursday each month.

Programs and activities to assist newly enrolled LEP students: The Leadership Academy – is scheduled during the last week of August. ELLs and mainstream students attend a three hour session during this week to review Newtown's rules, regulations, and a model schedule. Students become acquainted with building's rules and regulations. Counselors and teachers are introduced and address students. Student Guides are distributed.

Parents are assisted in accessing the ARIS Parent Link Portal and Daedalus system in order to monitor their children's progress. In addition, the Parent Coordinator reaches out to parents to explain school policy, educational programs, and expectations, and provide parents with support. They are invited to participate in PTA meetings and functions, and translation services are provided, when needed and available.

IV. Assessment Analysis: (Refer to LAP worksheet to complete this section on assessment)

A. Assessment Analysis & B. After reviewing and analyzing the assessment data: Implications for Instruction

Multiple assessments are used to inform our Language Allocation Policy including: LAB-R, NYSESLAT, Pearson Interim Assessments, and standardized NY State ELA Regents.

Spring 2009 NYSELAT Results

GRADE	Beginner	Intermediate	Advanced	Proficient	Total Tested
9 th	51	43	29	18	141
10 th	69	53	25	21	168
11 th	37	77	40	9	163
12 th	14	18	36	13	81
Totals	171	191	130	61	553

1. Data Patterns: The data indicates that in 2009, of those *students completing the test*, 11% of students demonstrated proficiency. Almost 34% of students in both the Bilingual and Free Standing ESL Programs scored at the intermediate levels. About 30% of the students in both programs scored at a beginning level while about 23% are at the advanced level. Most beginner students indicated weakness across all four modalities especially writing and then reading. Intermediate students indicated weaknesses in both reading and writing. Many advanced students indicated weakness primarily in writing.

2. Instructional Implications: Teachers must engage students in a variety of reading and writing activities within the context of their lessons across the disciplines to compliment reading and writing skills in order to prepare students well for the ELA Regents. Teachers must plan and develop instruction while utilizing materials that are academically rigorous. Teachers have received NYSELAT scores for all their students and will implement this data to pair intermediate and advanced students with beginning level youngsters within the same content area subject classes. Teachers will scaffold activities and incorporate differentiated instruction to meet students' needs. Teachers examine language structures within content areas and incorporate these into their lessons.

ENGLISH JUNE 2009 REGENTS RESULTS & INSTRUCTIONAL IMPLICATIONS

English Language Arts Regents

# Taking	55-64		65+		# passing (combined)	
110	21	19%	55	50%	76	69%

ESL Instructional strategies and materials to aid ELLs in learning English:

- QTEL strategies, read-aloud, shared reading, graphic organizers, outlining skills
- Incorporating content-rich texts (fiction and non-fiction) into all levels including beginner and intermediate courses,
- Independent reading through use of classroom libraries,
- Development of vocabulary meaning through “unpacking” of content-rich sentences, posting of word walls,
- rubric development of rubrics and usage

- the writing and peer editing process
- literature related research projects
- study guides, e.g. literary elements, grammar to prepare for exam

MATH REGENTS RESULTS & INSTRUCTIONAL IMPLICATIONS

Regents	Passing percent – 65%+
Integrated Algebra	33.86
Geometry	67.92
Math B	52.94

Instructional strategies and materials to aid ELLs in learning Mathematics:

- Bilingual Spanish & Chinese classes,
- Review book translated into Spanish, translated versions of previous Math Regents exams,
- consumable workbooks, strategies &
- QTEL methodologies for various topics. Utilize Circular 6 assignments Bilingual Math teachers to tutor.

Part V: LAP Team Assurances:

John Ficalora, Principal, Terry Paglia, Assistant Principal Supervision, ESL, Catherine G. Tsouristakis Assistant Principal Supervision, Social Studies, Griselda Zapata Parent Coordinator, Charlene Nieves LAB Basis Coordinator, and Luis Sano Math teacher.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s) 9-12

Number of Students to be Served: LEP 920

Number of Teachers 14

Other Staff (Specify) 1 Guidance counselor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program-

The Before/After School Program provides extra help and enrichment opportunities in the form of tutoring and small group work Mondays through Fridays before and after school. Program offers ESL, NLA (Spanish and Chinese), Living Environment and make-up labs (Spanish), Global Studies (Chinese) Math (Spanish) literacy development and English Regents Prep for ELLs.

The Extended Day Program for ELLs meets twice a week. ELLs gain practice in ELA regents preparation. ELLs gain additional practice in listening, reading and writing skills via **Achieve 3000**.

Saturday Instructional Academy classes will meet a total of 15 sessions beginning in October 2009 through May, 2010; from 9:00 a.m. to 12:00 p.m. Group size will be maintained at 12-15 students per teacher. There will be 4 classes for the Saturday Instructional Academy for ELLs and their parents. Certified Bilingual and ESL teachers will provide supplemental instruction in alignment with the New York City and New York State performance standards. Instruction will focus on implementing ESL strategies to allow ELLs to achieve higher scores on the NYSESLAT, and city and state assessments. Instruction in native language arts will be provided to help students meet the standards in for the ELE and the Chinese Reading Test.

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

Type of Program: ___ Bilingual __ ESL X Both Number of LEP (ELL) Students Served in 2009-2010: 920
(No more than 2 pages)

We currently have 11 certified ESL teachers and 18 certified Bilingual teacher on staff, as identified by the pedagogical license report, and are placed as needed in classroom positions.

Students are identified by the following procedures:

- The parent registers the child and completes a Home Language Identification Survey (HLIS). The HLIS is reviewed by a trained school pedagogue. If the HLIS indicates that a language other than English is used in the home, the student is administered the LAB-R within ten days of registration.
- LAB-R is scored and reviewed. If the student scores at or below a state designated level of proficiency, the student is identified as an ELL. Parents are notified in writing, via the Parent Entitlement Letter, and are invited to attend a Parent Orientation session.
- Parents attend the orientation sessions, view the parent orientation video and receive information on the different program choices available. Parents complete the Parent Assurance Survey and Program Selection Form, indicating the program choice they would like for their child.
- The parent orientation and materials provided are presented in the parent's native language to the extent possible. They are available in English, Spanish, Chinese, Haitian, Korean, Urdu, Arabic, Russian and Bengali.
- The student is placed in a program based on availability and parent preference. Parents then receive a Placement Letter.
- The NYSESLAT is administered every spring for students who are in need of continuing ESL services.

Mandated units of service are as follows: Beginner 610 minutes per week, Intermediate students receive 420 minutes per week, and Advanced students receive 210 minutes of ESL per week and 210 minutes of ELA instruction per week.

PARENT INVOLVEMENT

NEWTOWN HIGH SCHOOL values parental involvement in the decision-making process in reference to their children's education. We provide parents with an orientation that describes various programs for English Language Learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered.

Parents' needs are met through the evaluation of completed surveys and discussions during PTA meetings and Parent Workshops, in which they discuss areas of concern so that future workshops can be planned.

The Leadership Academy- These orientation meetings are designed for incoming 9th graders during the month of August. Parents and students become acquainted with the school building and schedules before the first day of school.

After selecting appropriate placement for their child, during the first official interaction with parents/guardians of newly enrolled ELLs, we provide the parent orientation session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining all program options.

Professional Development Program:

The NEWTOWN HIGH SCHOOL staff that works with ELLs will be provided with the following six professional development sessions for the school year 2009-2010, during faculty and/or department meetings as well as staff development days. Some of the professional development will be provided by the Network Support Specialist for English Language Learners (ELLs) from our Integrated Curriculum and Instruction (ICI). All these workshops are aligned to Title III goals.

September 2009	PowerPoint Presentation on the NYSESLAT and the LAB-R: Analyzing and Interpreting Assessment Data
October 2009	Periodic Assessments: Analyzing and Interpreting Assessment Data
November 2009	Building Academic Language
December 2009	The SIOP Model
January 2010	QTEL Strategies and Techniques for ELLs
March 2010	Using Foldables and Other Visuals in Teaching ELLs
April 2010	NYSESLAT Dates and Test Administration Information
May 2010	Techniques in Supporting Former ELLs in the General Ed. Classroom

Parent Coordinator – Ms. Griselda Zapata is available to parents for information, and Parent Association meetings and workshops.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-2010

School Building: NEWTOWN HIGH SCHOOL District 24

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

Number of Teachers 2009-2010				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	29
18 Bilingual						
	11 ESL					

Part D: CR Part 154 – Sample Student Schedules

School District: _____ **School Building:** NEWTOWN HIGH SCHOOL

Grade Level: 11

ESL Program Type: X Free-Standing Push-in Pull-out

Indicate Proficiency Level: X Beginning Intermediate Advanced

ECHAVARRIA, SEBASTIAN, ID: 205302425, GL: 11, Official Class: 584, Counselor: MARCIA, AGUANCHA

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 1	FSCPA/1 AGUIRRE Z	FSCPA/1 AGUIRRE Z	FSCPA/1 AGUIRRE Z	FSCPA/1 AGUIRRE Z	FSCPA/1 AGUIRRE Z	
Period 2	H8PPRL/1 ROSENBLATT	H8PPRL/1 ROSENBLATT	H8PPRL/1 ROSENBLATT	H8PPRL/1 ROSENBLATT	H8PPRL/1 ROSENBLATT	H7PPRL/1 ZF ROSENBLATT
Period 3	PP0M2/7 KUNKEL R	PP0M2/7 KUNKEL R	PP0M2/7 KUNKEL R	PP0M2/7 KUNKEL R	PP0M2/7 KUNKEL R	PHAMPL/4 ZF KEARIN N
Period 4	LCLPR/3 HAKIMI E	LCLPR/3 HAKIMI E	LCLPR/3 HAKIMI E	LCLPR/3 HAKIMI E	LCLPR/3 HAKIMI E	
Period 5	AAA2/5 FEIGELIS J	AAA2/5 FEIGELIS J	AAA2/5 FEIGELIS J	AAA2/5 FEIGELIS J	AAA2/5 FEIGELIS J	
Period 6	ECLPR/5 BERKOWITZ S	ECLPR/5 BERKOWITZ S	ECLPR/5 BERKOWITZ S	ECLPR/5 BERKOWITZ S	ECLPR/5 BERKOWITZ S	
Period 7	MM12/9 CABAN M	MM12/9 CABAN M	MM12/9 CABAN M	MM12/9 CABAN M	MM12/9 CABAN M	
Period 8	CAFE	CAFE	CAFE	CAFE	CAFE	
Period 9	E00AXDHS/1 ZE AN Y		E00AXDHS/1 ZE AN Y			M000XDHS/1 ZF CABAN M
Period 10	E00AXDHS/1 ZE AN Y		E00AXDHS/1 ZE AN Y			M000XDHS/1 ZF CABAN M
Period 11	S1\$AXDHS/1 ZE HAN C	S00AXDHS/1 ZE COHEN C	S1\$AXDHS/1 ZE HAN C	S00AXDHS/1 ZE COHEN C		HXRA/1 ZF TSOURISTAKIS C
Period 12	S1\$AXDHS/1	S00AXDHS/1	S1\$AXDHS/1	S00AXDHS/1		EXRL/2

ZE HAN C

ZE COHEN C

ZE HAN C

ZE COHEN C

ZF PAGLIA

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 24

School Building: NEWTOWN HIGH SCHOOL

Grade Level: 11

Name: **ANGULO, LEYDI**, ID: 216420000, GL: 11, Official Class: 581, Counselor: **CARLOS, ACEVEDO**

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	HCS/1 CHECO R B71				
Period 2	FSDPA/1	FSDPA/1	FSDPA/1	FSDPA/1	FSDPA/1

	REYES C 113 ZL1B/14	REYES C 113 ZL1B/14	REYES C 113 ZL1B/14	REYES C 113 GSEAL/4 ZL MARKOWITZ M	REYES C 113 ZL1B/14
Period 3	CAFE LCL/2	CAFE LCL/2	CAFE LCL/2	351 LCL/2	CAFE LCL/2
Period 4	BELLU CRISTEA V 204	BELLU CRISTEA V 204	BELLU CRISTEA V 204	BELLU CRISTEA V 204	BELLU CRISTEA V 204
Period 5	MM12PS/1 FLORES L 348	MM12PS/1 FLORES L 348	MM12PS/1 FLORES L 348	MM12PS/1 FLORES L 348	MM12PS/1 FLORES L 348
Period 6	ECL/4 OWENS A 234	ECL/4 OWENS A 234	ECL/4 OWENS A 234	ECL/4 OWENS A 234	ECL/4 OWENS A 234
Period 7	SEAPPS/3 ADAMS K 309	SEAPPS/3 ADAMS K 309	SEAPPS/3 ADAMS K 309	SEAPPS/3 ADAMS K 309	SEAPPS/3 ADAMS K 309
Period 8	PPEF/15 MILES J GGYM	PPEF/15 MILES J GGYM	PPEF/15 MILES J GGYM	PPEF/15 MILES J GGYM	PPEF/15 MILES J GGYM

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 24

School Building: Newtown High School

ARIAS, JACQUELINE, ID: 216362962, GL: 11, Official Class: 542, Counselor: MARCIA, AGUANCHA

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	BD1U/1 ELDI B				
Period 2	FSPX/1 ENTRENA M				

	233	233	233	233	233
	LCL/1	LCL/1	LCL/1	LCL/1	LCL/1
Period 3	RAFIQUE I 204				
Period 4	ZL1B/17 CAFE	GSEAL/6 ZL ADAMS K	ZL1B/17 CAFE	ZL1B/17 CAFE	ZL1B/17 CAFE
Period 5	BDAPPT/2 KILLELA K				
Period 6	ECL/4 OWENS A 234				
Period 7	PP0F2/14 MAHON P GGYM				
Period 8	SEAPPS/4 ADAMS K 309				
Period 9	MG12PS/2 GOMEZ J 350				
Period 10	HBS/3 OVIEDO S 359				

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 3200 LEP 920 Non-LEP

Number of Teachers 145 Other Staff (Specify) Bilingual-18, ESL-11

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.

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.

Our staff will be provided with the following six professional development sessions for the school year 2009-2010:

September 2009	PowerPoint Presentation on the NYSESLAT and the LAB-R: Analyzing and Interpreting Assessment Data
October 2009	Periodic Assessments: Analyzing and Interpreting Assessment Data
November 2009	Building Academic Language
December 2009	The SIOP Model
January 2010	QTEL Strategies and Techniques for ELLs
March 2010	Using Foldables and Other Visuals in Teaching ELLs
April 2010	NYSESLAT Dates and Test Administration Information
May 2010	Techniques in Supporting Former ELLs in the General Ed. Classroom

Form TIII – A (1)(b)

School: **NEWTOWN HIGH SCHOOL**

BEDS Code: **347800010**

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 122,125	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) Before/After School Tutoring: 8 teachers x 205 hours @ 49.89=\$101,573 Saturday Academy: 6 teachers x 360 hours @ 49.89= \$17,960 Guidance Counselor: 1 x 24 hours @ 53.63 = \$2,592.
Purchased services A. High quality staff and curriculum development contracts.		
Supplies and materials	\$ 25,711	Educational Supplies to Support Program – Charts, markers, construction paper, borders, visuals for lessons and bulletin boards.
Textbooks	\$8,724	Heinle - Reading Libraries Weaving It Together World English – student book/ workbook
Educational Software (Object Code 199)		
Travel		
Other OTPS parent involvement; Non-contractual items	\$1,600	Certificates for parent program Refreshment: juices, snacks
TOTAL	\$ 159,060	

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 on the NYCDOE website.

Newtown High School Title I Parent Involvement Policy

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

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who

¹ Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

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

NEWTOWN HIGH SCHOOL will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Newtown High School, our students, and parents will share the responsibility for improved student academic achievement and the means by which the school, and parents will build and develop a partnership that will help the students achieve the State's high standards.

1. Newtown HS will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Secondary Education Act.
2. 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, parents with disabilities, and parents of migratory children, including providing information to the extent practicable in a language parents understand.
3. The school will involve the parents in decisions about how the one percent of Title I funds will be spent.

I. School Responsibilities

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet the State's standards as follows:

- A copy of the CEP will be available to the parents during the January 21, 2010 meeting. The parents will be notified by School Messenger.
- Provide an academic program that is rigorous and challenging.
- Provide after school and Saturday enrichment programs.
- Communicate with families on an on-going basis of students' academic progress.
- Implement a tutoring program.
- Hold four parent teacher conferences.
- Provide parents with frequent reports on their children's progress.
- Issue six report cards annually.
- Provide parents reasonable access to staff.
- Hold monthly PTA meetings.
- Conduct an informational meeting regarding parental involvement at the Fall 2008 Open School Meeting.
- Conduct an informational workshop at an early PTA meeting.
- The Parent Coordinator will establish a Parent Outreach Committee whose purpose will be to explore strategies for increased parental involvement at a variety of school activities.
- Provide information and consultation to the Executive Board of the PTA regarding the parent involvement policy.
- Provide information and consultation to the SLT regarding the parent involvement policy.

- **Establish a Parent Outreach Committee to consult in the revision and management of the parent involvement policy.**
- **Continue the monthly parent newsletter.**
- **Increase the percentage of parents participating in the e-mail data base.**
- **Maintain PTA representation at school open houses.**
- **Continue communication through letters and phone calls regarding school policies and academic progress.**
- **Continue calling parents to inform them of attendance.**
- **Continue use of translators provided by the DOE at school open houses and Parent Teacher Conferences.**

- **Newtown HS will provide assistance to parents of children by offering workshops to meet their identified needs. Some of the workshops to be provided in the school year include:**
 - **Supplementary educational support of classroom instruction in the home.**
 - **College preparatory strategies.**
 - **Financial aide night**

The staff of Newtown HS with the assistance of the parents will educate the school community, on the value of contributions of parents, on how to implement and coordinate parent programs, and how to build ties between parents and schools. The Parent Coordinator will communicate with parents by phone, emails, and the monthly parent newsletter with the goals of increasing parental involvement in school activities and opening lines of communication between staff members and parents. The Parent coordinator will establish a Parent Outreach Committee whose purpose will be to explore strategies for increased parental involvement at school activities.

The School Parental Involvement Policy has been jointly developed with, and agreed on with the parents. This policy was adopted by Newtown HS and will be in effect for the period of one year from September 1, 2009 to June 30, 2010. The school will distribute this policy to parents on or before November 30, 2010.

II. Parent Responsibilities

Parents will support students' learning in the following ways:

- **Make education a priority at home.**
- **Students will be on time and prepared for school each day.**
- **Schedule daily homework time.**
- **Make sure homework is completed.**
- **Provide an environment conducive for study.**

- Monitor internet and television use.
- Participate as appropriate in decisions relating to your child's education.
- Participate in PTA meetings and in school activities.
- Promote positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading and responding to all notices from the school or Department of Education.
- Teach my child positive values and character traits, such as respect, hard work and responsibility.
- Teach my child to respect cultural differences of others.
- Teach my child to accept consequences for negative behavior.
- Being aware of the Department of Education Discipline code.
- Supporting the schools discipline policy.
- Have high expectations for my child and to offer praise and encouragement for achievement.

III. Student Responsibilities

As students, we will share the responsibility to improve academic achievement and achieve the State's high standards.

- Get adequate rest every night.
- Come to school ready to work and to do our best.
- Do our homework every day and ask for help when needed.
- Understand and follow the discipline code.
- Follow the school's dress code.
- Follow all school rules. Listen and follow directions.

- Give to our legal guardians all notices and information that we receive from school.
- To respect all school staff and our fellow students.
- Strive to have 90% or better attendance.

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

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 on the NYCDOE website.

Newtown High School School-Parent Compact

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

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

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. **See pages 10-11**

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. **We have an extended day program after school and on Saturdays as well as a summer school program.**
 - Help provide an enriched and accelerated curriculum. **We offer Advanced Placement and Honor courses.**
 - Meet the educational needs of historically underserved populations. **We are submitting a proposal for a SIFE grant, offer ISS and ESL tutoring, and will utilize Achieve 3000 for our ESL students.**
 - 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 School Wide 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.
3. Instruction by highly qualified staff. **See page 18**
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. **The Principal and the Assistant Principal's will conduct professional development at faculty meetings, department meetings, and on Election and Brooklyn Queens Day.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **When positions in Earth Science become available we will work with placement counselors, teaching fellows, and teach for America to find highly qualified teachers.**
6. Strategies to increase parental involvement through means such as family literacy services. **Our Parent Coordinator will advertise meetings, workshops, and conferences via phone-master and our school website.**
7. 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. **NA**
8. 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 will work in grade committees with their supervisors to make decisions, evaluate data and plan for student success.**
9. 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.

Circular Six will be used to provide additional support. Teachers will send specific needs to be addressed. Achieve 3000 will be made available to improve reading. The ongoing assessment will meet current needs. Extended Day tutoring will be offered for regents preparation. Assessment of needs will drive the session.

10. 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. ***Programs are coordinated through the cabinet. We assure that duplication of services is avoided and that we maximize the delivering of services to students. Ongoing evaluation and revision is made at weekly meetings.***

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 IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Restructuring Advanced
Comprehensive _____ **SURR² Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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.

A sufficient number of students in each subgroup, save Asian, did not pass the ELA and Math Regents exams in the 2008-2009 school year.

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.

In English, students who scored below a grade of 55 on the ELA Regents exam are programmed to take a Regents Review class. Based on disaggregated data and item analysis of the students’ Regents exams, instruction is targeted to meet the specific needs of individual students. Instruction within classrooms is differentiated according to specific skills in the areas of reading, writing, and listening. Tasks are scaffolded by leveled questions and templates are provided for students. Students who are part of the 2010 cohort but have not yet passed the ELA Regents exam with a score of at least 65 participate in the Achieve 3000 program which is designed to ramp up student reading abilities by one level.

In mathematics, all students who have passed a 2-term sequence of Integrated Algebra and scored less than 65 on the Regents exam are programmed for a third term of Integrated Algebra where further content mastery and test taking skills are emphasized. As enrollment needs determine, these classes are taught in Spanish, Chinese, and English. Analysis of data from previous years has revealed that the rigor of the Integrated Algebra course is too much for Level 1 and 2 students to master in two terms. In response, we have revised the pacing of the Integrated Algebra curriculum so that the content is taught over four terms. Prerequisite and basic math skills that students in this category lack are integrated into the curriculum and pacing calendar. The modifications were made to increase the likelihood that students would learn the material and pass the Regents

² School Under Registration Review (SURR)

exam with a score of at least 65 the first time they sit for the exam. The four-term Integrated Algebra course enrollment consists of Level 1 and 2 students, SWD, LEP, and Economically Disadvantaged students.

In both English and mathematics, students are given opportunities to attend tutoring sessions during the school day. After school Extended Day classes provide help for students who need additional support. In addition, intensive after school tutoring sessions are made available to students three weeks before the exam and in the summer.

Part B: For Title I Schools Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Math and English Assistant Principals provide staff development for their teachers with particular focus on Regents skills and strategies and best practices in classroom instruction. Diane Giorgi, a NYC Writing Project teacher, has been hired to work with English and other content area teachers to develop student writing skills.

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

In the Mathematics Department, Rozalia Shteynberg, UFT Teacher Center/NYC Math Liaison, is coming to our school twice monthly to provide additional professional development services. Mrs. Shteynberg with and mentors a teacher in the Department. As part of the relationship, Mrs. Shteynberg and the teacher meet virtually (via e-mail) and by telephone to plan lessons for classroom implementation. Other members of the math department are invited to sit in the classroom when Mrs. Shteynberg is in the building. Additionally, Mrs. Shteynberg will sit and conference with members of the department providing them with ideas and activities for differentiating instruction in the math classroom.

Diane Giorgi co-teaches with one English teacher and mentors four others. As a mentor Ms. Giorgi provides mentees with strategies for differentiated instruction, group activities and lesson plan support. She sits in on English classes and provides feedback for enhancing classroom instruction and raising student achievement.

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.

A letter was backpacked home to parents. The letter included information about the availability of translations into multiple languages.

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

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

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)³ 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 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:

³ 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.

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year the English Department reviewed and revised the Curriculum so that it is more aligned with City and State standards. The Curriculum is also both vertically and horizontally aligned so that core skills tested by the ELA Regents exam are targeted and strengthened.

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?

Each teacher has in his/her possession a copy of the revised Curriculum and is held accountable for alignment of lessons written to the Curriculum.

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.

The issue continues to be addressed as we reflect on and revise the Curriculum based on data and sound pedagogy.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review the most recent curriculum documents and calendars of lessons to determine alignment to NYS process strands. Newer textbook versions and other instructional materials that are written to facilitate the NYS process strands have been purchased and are being used. Informal and formal observations will continue in order to monitor the implementation of the process strands in classrooms.

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?

As a school we emphasize and encourage the move toward structured group activities and student discovery of generalizations of concepts. We provide professional development workshops, conduct walkthroughs and provide feedback through both formal and informal observations. Class exams are collected and periodically monitored by the supervisor. The workshops, observations, and exam reviews are used in part to monitor curriculum alignment and depth of learning. Level 1 & 2 proficiency students are placed in a 4-term sequence of Integrated Algebra. The pre-requisite skills for the Integrated Algebra course that the students are lacking are integrated into the Algebra curriculum and pacing in order to move the students' math proficiency level to that which is expected on the Regents exam.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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?

Extensive professional development in the areas of differentiated instruction, data driven instruction, formative and summative data, and effective student engagement has been provided to train teachers to effectively meet the learning needs of our students.

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.

We will continue to foster the reflection and use of the strategies in the areas mentioned above through formal and informal observation feed back, inter-visitations within Departments and across Departments and by building instructional capacity by encouraging lead teachers to turn key best instructional practices with their colleagues.

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 (SOM⁴)* 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Frequent walkthroughs, informal and formal observations by cabinet members with feedback provided to teachers are used to monitor high academically focused instruction and student engagement.

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?

Teacher-centered lessons, lessons that lack consistent and appropriate level of rigor and limited student engagement have been observed.

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.

Monthly cabinet walkthroughs across disciplines are conducted with written feedback given. Various professional development presentations on analyzing and using data to inform instruction, differentiated instruction, student engagement, conferencing and goal setting are frequent topics at faculty & department meetings and on chancellor's designated professional development days. Supervisor conferences with teachers frequently about differentiated instruction, student engagement, and focused instruction. Technology such as Smart Boards and other math software have been purchased to support these efforts. Professional development on how to use the technology, differentiated instruction, formative assessment, and student engagement will be provided on an ongoing basis as we build capacity in its usage. We will utilize the expertise and services provided by the UFT Teacher's Center/NYC Math Liaison in professional development forums given at the school twice monthly. Teachers will meet formally in teams by course so that collaboration in planning, remediation, AIS, curriculum revision ideas and other student support structures are shared. The math department will implement reorganized and restructured pacing calendars based on the recommendations of teacher teams, classroom experiences, periodic assessment & Regents results, and logic in sequencing.

⁴ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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?

Teacher Qualifications:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09
% fully licensed & permanently assigned to this school	100.0	100.0	100.0
% more than 2 years teaching in this school	82.7	88.0	88.0
% more than 5 years teaching anywhere	76.0	76.0	82.1
% Masters Degree or higher	91.0	90.0	93.0
% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.5	86.9	92.3

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:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is irrelevant. Due the size of the ELL population at Newtown High School of 852 ESL students, there has always been dissemination and collaboration amongst administrative, guidance and pedagogical staff regarding information and instruction of ESL students.

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?

There are ESL, Bilingual, NLA and ESL Content Area classes. More than 50 teachers of ELLs, ESL, NLA, ELA and Content Area teachers have been trained in Q-TEL methodology and implement these techniques during the course of their lessons with ELLs. Also, every year, the AP of ESL and ESL teachers have provided professional development sessions to NLA, ELA and Content Area APs and teachers at Cabinet meetings and on staff development days dealing with programming and testing entitlements as well as best practices of instructional techniques, materials and methodologies for English Language Learners. There have been and continue to be collaborations among teachers of ELLs (ESL, Content Area, NLA teachers) to develop and refine units, materials and instructional strategies.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

This finding is irrelevant. Due to the size of the ELL population at Newtown HS (852), there has been collection, dissemination and explanation / application of all data pertaining to English Language Learners to administrative, guidance, programming and instructional staff for years.

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?

There are many levels of ESL, NLA and Content Area courses for students ranging from beginner to advanced based on standardized and informal school based testing. All LAB, NYSESLAT, ELA Regents, Content Area Regents, and ELE results as well as course scholarship results have always been disseminated and reviewed. Teachers receive NYSESLAT scores / explanations for all eligible students in their subject classes. The LAP is compiled each year and disseminated with most recent testing data. Instructional and support programs are aligned to students’ needs according to proficiency level, Regents results and course scholarship data.

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

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

The school has introduced Professional Development to all teachers, focusing on the IEP process on how to read and understand an IEP.

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?

All teachers who have SWDs in their classes meet with ISS Assistant Principal to fully understand the implementation process of the student’s IEP along with the goals, objectives and the alignment of instruction.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All teachers are informed of all SWD's testing accommodations. Teachers are informed to read and understand each student's IEP and align instruction to meet the student's needs and goals based on the student's IEP. Students receive testing accommodations during all class exams/test/quizzes along with all state exams.

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?

All students who receive testing accommodations and/or modifications receive these mandates during all classrooms exams and quizzes. General Education teachers who have SETSS students receive a list of students who are entitled to testing accommodations along with the student's testing accommodations. When students require additional time (double time) the test/exam are completed in the resource room and returned upon completion to the General Education teacher. Students in self-contained and Integrated Co-Teaching classes receive their testing accommodations within their classes for all exams/tests/quizzes. During state exams SWD are assigned in a separate location and receive the appropriate testing accommodations according to their IEP's. Currently all SWD's appear as standard promotion criteria on their IEPs.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Twelve students as of January 13, 2010 report.

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

All students in Temporary Housing have been interviewed by our guidance counselors and receive continued counseling. There are a few students receiving mandated counseling with the counselors once a week for 30 to 40 minutes. All students are receiving Academic Intervention Services

Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services, as determined by our needs assessment of the targeted population. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, book bags, school uniforms, metro cards, etc. However, these funds will not be used to defray costs related to graduation.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.