



NEWTOWN HIGH SCHOOL

2010-2011

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

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SECTION I: SCHOOL INFORMATION PAGE

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

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

SCHOOL TELEPHONE: 718.595.8510 **FAX:** 718.699.8584

SCHOOL CONTACT PERSON: John F. 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: Shirley Lopez

STUDENT REPRESENTATIVE:
(Required for high schools) Genesis Cruz

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** ICI – Integrated Curriculum and Instruction

NETWORK LEADER: Gerard Beirne

SUPERINTENDENT: Juan Mendez

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 member 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 at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Shirley Lopez	*PA/PTA President or Designated Co-President	
Liliana Gutierrez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Genesis Cruz	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	
Steven Shpak	Member/Teacher	
Jennifer Schneider	Member/Teacher	
Maria Posada	Member/Parent	
Manuel Pillago	Member/Parent	
Yocasta Majia	Member/Parent	
Maria Lucero	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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. 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 challenging all students academically to achieve and succeed. Honors courses are in Science, Social Studies, English, Math and Talent classes in Music are offered. 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. We are pleased to be adding AP World History and Government this year to the Social Studies Department. In addition, our Honor Groups include Mu Alpha Theta and the National Honor Society, which has grown tremendously. The success of Newtown students is not only measured by their classroom achievement but what they accomplish by these clubs/activities. 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.

In order to meet the growing needs of our students, Newtown High School will introduce Ninth Grade Small Learning Communities during the 2010-2011 school year. The 2011-2012 school year will see the Small Learning Communities going wall to wall - 10th – 12th grade with a Ninth Grade Academy.

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

SECTION III – Cont’d

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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		81.3	83.6	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment :						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		90.7	91.4	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment :						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		27.5	46.4	48.2			
Grade 6	0	0	0	Students in Temporary Housing - Total Number :						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		8	144	TBD			
Grade 9	1028	962	919	Recent Immigrants - Total Number :						
Grade 10	887	863	879	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	723	595	598		253	244	186			
Grade 12	762	774	615	Special Education Enrollment:						
Ungraded	0	2	4	(As of October 31)	2007-08	2008-09	2009-10			
Total	3400	3196	3015		168	131	129			
				(As of June 30)	2007-08	2008-09	2009-10			
					292	240	TBD			
					38	22	TBD			
				Special High School Programs - Total Number:						
				(As of October 31)	2007-08	2008-09	2009-10			
					N/A	1007	1254			
					0	0	0			
				English Language Learners (ELL) Enrollment:						
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	757	635	605	Number of Staff - Includes all full-time staff:						
# in Dual Lang. Programs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# receiving ESL services only	302	358	315		175	176	TBD			

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	54	44	83	Number of Administrators and Other Professionals	47	48	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	303	296	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	88.0	88.0	TBD
				% more than 5 years teaching anywhere	76.0	82.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	90.0	93.0	TBD
American Indian or Alaska Native	0.2	0.0	0.1		86.9	92.3	TBD
Black or African American	8.2	8.0	9.0				
Hispanic or Latino	64.2	64.9	63.4				
Asian or Native Hawaiian/Other Pacific Isl.	22.7	22.0	21.9				
White	4.7	5.0	4.9				
Male	56.6	58.0	58.3				
Female	43.4	42.0	41.7				
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:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced					√	

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	√

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	√	56
Ethnicity							
American Indian or Alaska Native							
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				-	-		
Multiracial						-	
Students with Disabilities				X	X		
Limited English Proficient				X	X		
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				1	1	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	C	Overall Evaluation:	NR
Overall Score:	52.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the Overall Score)</i>	9.6	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the Overall Score)</i>	11.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	29.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	2	Quality Statement 5: Monitor and Revise	

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◇ = Outstanding
 NR = No Review Required

* = 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.

** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your school’s 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:

Analysis of Performance on NYS Mathematics Regents Exams

ALL STUDENTS	Number of Test Takers	Integrated Algebra Regents		STUDENTS with DISABILITIES	Number of Test Takers	STUDENTS	
		# Students Scoring 65+	# Students Scoring 85+			# Students Scoring 65+	# Students Scoring 85+
2009-2010				2009-2010			
2008-2009	1166	478	23	2008-2009	76	9	0
2007-2008	703	225	14	2007-2008	72	7	0

Integrated Algebra Regents trends: An accurate and current trends analysis of the Integrated Algebra Regents exam cannot yet be determined as the data source has not yet been published. To continue the upward trend from previous years, we have implemented several strategies for targeting assistance to students according to their needs. Incoming freshmen are given differentiated instruction within two sequences – 2-term and 4-term. The sequence in which an incoming student is placed is dependent on the mathematics proficiency levels of students from grades 7 and 8. 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.

To address the needs of students with disabilities we have expanded our team teaching program by increasing the number of inclusion classes and by having two licensed mathematics teachers in the room. Additionally, students are given targeted instruction and lessons are differentiated to meet their needs.

ALL STUDENTS	Number of Test Takers	# Students Scoring 65+	# Students Scoring 85+	Geometry Regents		Number of Test Takers	# Students Scoring 65+	# Students Scoring 85+
				STUDENTS with DISABILITIES				
2009-2010				2009-2010				
2008-2009	234	138	12	2008-2009	n/a	n/a	n/a	n/a
2007-2008	n/a	n/a	n/a	2007-2008	n/a	n/a	n/a	n/a

Geometry Regents trends: To date there are no trends to analyze because the data source for a current trends analysis has not yet been published. 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 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+
2009-2010	Current trends cannot be analyzed because the data source is unavailable						
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 now a part of a small learning community where their academic progress is closely monitored. In addition, students who have entered the 9th grade as level 1 and level 2 students are scheduled to take double period English classes. Since we found that students are unable to remain focused during back to back double period classes, we have scheduled classes at

different times during the school day. In the second period English class, students are given the opportunity to work on the Achieve 3000 program which assesses student skill level and differentiates the material accordingly. The program is designed to help students increase by one reading level for every 40 hours of use. All students are also exposed to informational, non-fiction texts as well as to charts and graphs. 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 students are given opportunities for tutoring during the school day throughout the school year. 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. 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.
- 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.
- The use of Credit Recovery and Independent Study yielded good results in the summer and will continue through the 2010 – 2011 school-year.
- The school will participate in a Title IID Grant to utilize Apex Learning for tutorial and credit recovery.

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.
- 84.6% Attendance Rate at the end of the 09-10 School Year – an increase of 2% due to increased outreach efforts.
- 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.
- 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.

What the school does well (from our 2009-2010 QR)

- **Through the regular use of a wide range of relevant data, staff has a very good understanding of the performance and progress of individuals and subgroups, which informs instruction and improves outcomes for students.**
 - A very wide variety of data including ARIS is analyzed to identify trends in credit accumulation. A customized tool was created to correlate course grades and US history Regents results. Teachers have used this information to adjust curriculum maps, pacing calendars and lessons plans, very effectively which increased the pass rate on the Regents from 64.4% to 72.4%.
 - Leadership and teams of teachers capably analyzed interim assessments and student portfolios to coordinate tutoring, Saturday school, and computer programs such as Study Island and ACHIEVE 3000 for a target group of students who have shown greatly improved performance in reading comprehension.
- **All constituent groups are involved in setting goals that include higher levels of challenge in order to accelerate student progress.**
 - The principal meets with each cabinet member to review a very extensive array of data to set subject goals that support school goals. The assistant principal then meets with individual department members to review their scholarship, attendance and performance data to set teacher goals. On “goal setting day”, each teacher meets with his or her students to review course goals and set student goals. These embedded practices have changed classroom practice and accelerated student learning.
 - Fostered by the goal to increase the graduation rate, the school has identified a group of students who were not on track to graduate with their cohort in June. Students met with a counselor and developed a graduation action plan. This plan includes tutoring, mentoring, credit recovery, Regents “boot camp” as well as extracurricular activities to increase interest in school. Close monitoring of all elements of the plan has maximized student progress towards graduation.
- **The school has established effective systems for monitoring teaching practice with a clear focus on improving instruction.**
 - School leaders use the observation process very effectively to assess the connection between teacher practice and improved outcomes for students. Observation reports and written feedback from monthly instructional walkthroughs recognize strengths and progress, as well as actionable feedback for improvement. Because of this comprehensive monitoring system, the January English language arts pass rate increased from 59.7% in 2009 to 73.9% in 2010.

- The successful use of “Mind Mirrors” and visual prompts in classrooms evidences the impact of school-wide Quality Teaching for English Learners training on improved teacher practice to meet the needs of English language learners. Additionally, the principal and cabinet utilize a robust inter-visitation plan, instructional lunch and learn opportunities, and an extensive menu of internal and external opportunities for adult learning skillfully constructed to differentiate professional plans for each staff member. As a result, each member of staff is conscious of the next steps they need to undertake in the development of their own instructional skills to meet their individual, departmental, and school-wide goals.
- **The principal, cabinet, and staff work as a unified team to create a calm, caring, respectful, and orderly environment for learning to take place.**
 - Students and parents characterize their school as very safe, special, caring, responsive, and diverse. Celebrating the diversity of the staff and student body has increased staff, student, and parent understanding, as well as respect for each other. The Tolerance Task Group organizes multi-cultural activities such as the, “No place for Hate” poetry read aloud and the Respect essay contest. Afterschool offerings such as the Bangladesh club, Chinese Culture club, Filipino club, Indian club, Korean club and Spanish club are well matched to student cultural interests.
 - Each student is known well by at least one adult who helps coordinate both emotional and academic support. The principal and assistant principals recognize students by name and know their specific strengths and needs. During student goal setting, and goal revision days, teachers analyze data and create action plans for students that are shared with parents. As a result, there has been an improvement in student outcomes.
- **The principal has created very effective systems for school review, self-evaluation, and modification of practice with a clear focus on improving student learning.**
 - Several years ago, the math department organized double periods for incoming level 1 and 2 freshman intended to improve performance on the Regents. A longitudinal review of performance indicated that this instructional strategy did not measurably improve outcomes for students. The school conferred with other similar schools, and transitioned into a two-year sequence with single periods. The pass rate has increased by 17.8%.
 - The cabinet closely monitors the Adequate Yearly Progress plan to meet targets. This year, to increase graduation rates, the school budgeted for multiple opportunities for credit recovery after school, on Saturday, and vacations. As a result, increased numbers of students took the living environment Regents in January and the pass rate increased by 23.9%. Additionally, the number of students who now meet the physical education requirement for graduation is increasing.
- **Parents are key partners in their child’s education and are very well informed of school programs and their child’s progress.**
 - The school has designed a very effective system to engage parents. Each carefully selected component provides information translated into the home language, which parents greatly value. The school’s software provides transcript, attendance, report card, and referral information for staff, students, and parents. A well-attended parent forum was convened to discuss how parents could support efforts to help students succeed in school. The phone messenger system provides frequent updates about school expectations and student progress. Parents appreciate the very strong home-school connection that benefits their children.
 - Posted on the school website, the parent teacher association monthly newsletter highlights school events, tutoring, supplemental educational services information, community resources, and classes for parents such as Saturday English as a second language and computer skills. There is excellent attendance at school events, evidenced by a recent Spanish drama production, where parents filled the auditorium. Attendance at parent teacher meetings has significantly increased with the introduction of a student of the month program.

What the school needs to improve (from our 2009-2010 QR)

- Promote greater consistency in differentiating instruction based upon data so that lesson planning reflects purposeful grouping and differentiated strategies that maximize student learning.
- Extend the use of collaborative inquiry to provide all staff opportunities to engage in research based action planning, share insights and best practices to build distributive leadership, and improve outcomes for all students.
- Although the ARIS community has recognized the Newtown foreign language inquiry team as best practitioners, a majority of the staff are new to the inquiry process. The school recognizes the need for continued support to the newest teams.
- Strengthen all teachers' responses to student work to reflect guiding comments, level of performance and next steps.
- Promote greater consistency in lesson planning to include targeted questions that emphasize higher order thinking skills for a variety of learners with different needs.

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 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 terms 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 2011 cohort who can be targeted for Regents prep and retesting to improve our weighted graduation rate. 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. 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.

Our findings in our needs assessment have helped us to develop our school-wide goals for the 2010-11 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

ANNUAL GOAL	DESCRIPTION
<u>Goal 1: ELA GOAL:</u> To increase by 4%, by June 2011, the number of students passing the ELA Regents exam with a grade of 65 or higher.	After review of our AYP status, we determined that it is necessary to concentrate on the improvement of the ELA Regents performance for students in all our sub groups.
<u>Goal 2: ELA/ESL GOAL:</u> By June 2011 the number of Advanced Level ELL students passing the ELA Regents exam with a grade of 65 or higher will increase by 4%.	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> By June 2011 the number of students passing the Math Regents exam with a grade of 65 will increase by 5%.	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 2011, the graduation rate for the current cohort will demonstrate a 5% increase as measured by the 2010-2011 NYC Progress Report.	After review of the data from NYS 2009-10 Accountability and Overview Report and the 2009-10 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 2011, 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 2011, there will be a 7% increase of students meeting state standards as measured by the performance on the ELA Regents.	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 2011, there will be a 6% increase of students meeting state standards as measured by the performance on the Integrated Algebra Regents.	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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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.

ELA

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: ELA GOAL: To increase by 4%, by June 2011, the number of students passing the ELA Regents exam with a grade of 65 or higher.</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: All students Responsible staff: Assistant Principals of English, ESL and Special Education, English and ESL teachers, Guidance Counselors, Attendance team. Implementation Timeline: Fall & Spring term 2010-2011 Actions/Strategies/Activities</p> <ul style="list-style-type: none"> ▪ During the 2010-2011 school year, 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. ▪ During the 2010-2011 school year, 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. ▪ During the 2010-2011 school year, teachers will work with students on effective strategies in determining what is being asked in a multiple choice question and how to effectively answer such questions. ▪ 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 and ARIS data softwares allow all teachers to access 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 ○ Disaggregated ELA Regents data is made available to teachers so that they can effectively meet the learning needs of each student ▪ During the 2010-2011 school year, 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 2011. ▪ During the 2010-2011 school year, the English Curriculum will be revised according to midyear and end of year data; and will continue to be aligned with NY State standards. In addition, the focus will continue on sharpening the various sets of academic skills which are tested on the ELA Regents exam. ▪ During the 2010-2011 school year, 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 <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Contract for Excellence and Tax Levy/ fair student funding monies</i> have been used to pay per-session to provide tutoring for students in all grades. Intensive ELA Regents tutoring classes, taught by English teachers is offered to students after school.</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>Bi-annual Periodic Assessments, Instructionally Targeted Assessments (ITSs), 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>

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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA/ESL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: ELA/ESL GOAL: By June 2011 the number of Advanced Level ELL students passing the ELA Regents exam with a grade of 65 or higher will increase by 4%.</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: Advanced ESL students Responsible staff: Assistant Principal ESL, ESL teachers, Nerissa Salvador Achieve 3000 Coordinator, Gabriella Altomarinno, Assistant Principal Native Languages, ICI ELL Specialist Martin Pejerrey Implementation Timeline: School Year 2010-2011 Actions/Strategies/Activities</p> <ul style="list-style-type: none"> ▪ Teachers of ELLs will reinforce critical thinking skills through the use of more non fiction texts in order to build academic language. ELLs will develop necessary skills to meet success on the June ELA Regents exam. ▪ Teachers of ELLs will help students develop listening and note taking skills as they differentiate their instruction by adapting listening passages and utilize read alouds in lessons. ▪ Students will be provided with tutoring programs to improve reading, writing and listening skills. ▪ In conjunction with ICI ELL Specialist Martin Pejerrey, the ESL Curriculum will be revised and aligned with NY 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. ▪ A system will be put into place to give students the opportunity to work with the Achieve 3000 during the school day. Interim benchmarks will be discussed at monthly meetings with the Achieve 3000 Coordinator.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>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 ELL students acquire necessary skills to pass the ELA Regents.</i></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>Bi-annual Periodic Assessments, Instructionally Targeted Assessments (ITSs), 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>

SECTION VI: ACTION PLAN

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: MATH GOAL: By June 2011 the number of students passing the Math Regents exam with a grade of 65 will increase by 5%.</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 grade students Responsible staff: Assistant Principal Math, Math teachers Implementation Timeline: Fall & Spring term 2010-2011 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 the information from the item analysis to provide additional support to students in the identified areas • Department wide periodic assessments, including the use of Acuity, will be administered three x per year • Item analysis of the results from each periodic assessment will be done comparing individual class and department results. Teachers will use the analyses to modify instruction and reteach/review content. • Item analysis of class exams done by each teacher. Analyses will be used to identify topics for remediation which will be infused into lessons while continuing with scheduled pace of the curriculum. • 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 human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Per session allocation for Saturday Academy and after school Intensive Regents Prep tutoring</p>
<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

SECTION VI: ACTION PLAN

Attendance Improvement (School Wide)

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 5: ATTENDANCE GOAL: By June 2011, the whole school Attendance Rate will improve by at least 2%, as indicated by the school’s Annual Attendance Report.</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>Responsible Staff member: Assistant Principal Guidance, Guidance Counselors, AP supervisions for Content Areas, Teacher Teams, Attendance Coordinators and Attendance Teachers Target population: All students Implementation timelines: Fall and Spring term 2010-2011 Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Assistant Principal of Guidance , Guidance Counselors and Attendance Team pay visits to 9th grade classes to address the importance of good daily attendance in September 2009 and again in February 2010 ▪ Personal phone calls to top 100 late comers by Guidance Aides monthly ▪ Personal phone calls to the top 100 cutters by Guidance Aides monthly ▪ Calls made each night using School Messenger ▪ Attendance recognition & Incentive Programs at the end of each marking period ▪ Personal phone calls to students with 407s and more than 10 days absences and make referrals to guidance services regularly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>NYSTL software, Tax Levy, FSF, AIDP</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 <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></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 2010-2011 NYC Progress Report</p>

SECTION VI: ACTION PLAN

SWD:ELA

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, Time-bound.</i></p>	<p>Goal 6: SWD: ELA GOAL: By June 2011, there will be a 7% increase of students meeting state standards as measured by the performance on the ELA Regents.</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: 10th – 12th grade students Responsible staff: Assistant Principal ISS, ISS English teachers Implementation Timeline: Fall & Spring term 2010-2011 with periodic reviews Actions/Strategies/Activities</p> <ul style="list-style-type: none"> ▪ 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 Jan and June ELA Regents exams. ▪ 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. (RCOS, ARIS, Tracking Report) ▪ 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 ▪ Work closely 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 2011. ▪ 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. ▪ The ELA teachers will meet daily to discuss the best practices in their classes and the student’s present level of performances (PLOP). ▪ 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 human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax Levy and Title III After-School Tutoring Mr. Carroll - Math Ms. Rosenberg – U.S. History Ms. Ruggieri – Science Ms. Avila de Toloza – Global History Ms. Newton- Herring - Writing Tutoring 3 weeks prior to Regents Exams</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

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.

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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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.

SWD:MATH

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 7: SWD: MATH GOAL: By June 2011, there will be a 6% increase of students meeting state standards as measured by the performance on the Integrated Algebra Regents.</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: 10th grade students taking the Integrated Algebra Regents Responsible staff: Assistant Principal ISS, ISS Math teachers Implementation Timeline: Fall & Spring term 2010-2011 with periodic reviews Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Provide Regents Prep in class and after school hours throughout the school year • Offer Intensive Regents 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 human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy and Title III After-School Tutoring Mr. Carroll - Math Ms. Rosenberg – U.S. History Ms. Ruggieri – Science Ms. Avila de Toloza – Global History Ms. Newton- Herring - Writing Tutoring 3 weeks prior to Regents Exams</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 pass the Math Regents.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	442	125	203	102	505	45	42	72
10	578	232	209	175	347	47	51	68
11	400	245	248	136	322	21	61	81
12	238	123	117	100	298	30	471	78

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Support for students to sharpen skills necessary to be successful on the ELA Regents exam is provide for all students through small group and one-to-one, tutoring, during the school day, and after school</p>
<p>Mathematics:</p>	<p><u>Integrated Co-Teaching:</u> 3 collaborative team teaching classes (two 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 the Integrated Algebra Regents.</p> <p><u>Varied/Modified Pacing:</u> Incoming 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>Students who passed two terms of Integrated Algebra and also have not earned a score of at least 65 on the Integrated Algebra Regents are programmed for a Fall term Integrated Algebra Intensive class. This class reviews the skills and concepts taught in the previous year and prepares students for success on the January administration of the exam.</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 as well as missing 50% of homework. 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:</p>	<p><u>Integrated Co-Teaching:</u> 3 collaborative team teaching classes provide instruction to classes taught by two teachers <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. <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. <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 emotional behavioral, attendance, academic problems. Substance Abuse Prevention and Intervention by SPARK. Regular Pupil Personnel Team meetings. Inquiry Team for holdover freshmen and drop-out prevention.</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

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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	(e.g., \$9,978)	(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)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		1,259,945	1,259,945
2. Enter the anticipated 1% set-aside for Parent Involvement:		12,599	12,599
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____91____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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 to serve as a liaison between the school and families. The Parent Coordinator staff person will provide parent workshops based on the assessed needs of the parents of children who 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.**

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

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 20, 2011 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 2010 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, 2010 to June 30, 2011. 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.**

Part C: TITLE I SCHOOL-WIDE PROGRAM SCHOOLS

Section I: School-wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School-wide 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. School-wide 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:
 - o 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. In the Extended Day program after school and on Saturdays we offer a variety of courses both credit-bearing and non-credit bearing. We offer English, Science, and Math electives, Regents-prep classes in Math, Science and History, Physical Education, Art and Music. We also provide non-credit bearing tutoring classes***

during the Extended Day. In summer school, all Social Studies and Math, Living Environment, Earth Science, every level of English and ESL, Spanish, Health and Physical Education.

- **Help provide an enriched and accelerated curriculum. In providing an enriched and accelerated curriculum, we offer special programs in Art, Music, Technology, Architecture and Business in addition to offering Advanced Placement and Honor courses. We offer Advanced Placement courses in Calculus AB/BC, US History, US Government, Spanish Literature, Spanish Language, Chinese Language, Biology, English Language and English Literature. We offers Honors-level classes in Geometry, Algebra 2 & Trigonometry, Global History, US History & Government, English, Participation in Government/Economics and Living Environment.**
- **Meet the educational needs of historically underserved populations. We offer ISS and ESL tutoring, and will utilize Achieve 3000 for our ESL and ISS students. Title III grant funds are used to purchase supplemental materials, provide additional tutoring opportunities, and provide Professional Development to teachers serving those students. Two 9th grade Small Learning Communities have been established to focus on the needs of the students with common teams of teachers who meet daily to make plans and address needs.**
- **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. Several online programs are used to assist in addressing the needs of low academic achieving students including APEX learning, and Achieve 3000. We provide Regents preparation classes in the student schedules and offer Intensive Regents prep tutoring afterschool two-three weeks before the administration of the exam. Teachers have coordinated efforts to mentor groups of students in this category who are also in the graduating cohort. College advisement services are provided through Mr. Ramon Canela, our dedicated college advisor and counselor. Career preparation programs are offered in architecture, business, A+ certification and network cabling.**
- **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 School-wide 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. Teachers and Assistant Principals will attend professional development seminars through Title IID and Title III grants, network support, ASCD, and the Executive Leadership Institute. Professional development foci include math and ESL pedagogy, academic language, Common Core State Standards, curriculum mapping, and afternoon workshops with Diane Giorgi of the NYC Writing Project.**

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 and monthly newsletters via phone-master and our school website. Parents also participate in Saturday ESL classes for parents, monthly PTA meetings, School Leadership Meeting, Student of the Month celebrations, financial aid night (held in English and Spanish), and Small Learning Community parent nights.***

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. ***N/A***

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. Common planning time has been scheduled for all Small Learning Communities teachers. Common assessments such as department midterm and final exams are created by teacher teams.***

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. APEX Learning is an online program that will allow students to earn credits through credit recovery. Students involved in this program will work with a teacher certified in the content area for which credit is being recovered. Ongoing assessment will meet current needs. Extended Day tutoring will be offered for Regents preparation by teachers certified in the content area. The tutor's assessment of needs will drive the sessions.***

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 such as "No Place for Hate", Tolerance Task Group, Gang Awareness, and SPARK run in the school. Additionally we have partnerships with the Queens Community House, the consultative council meets with the nutritionist, an outside physician comes to the school periodically, and VATEA funds supplement our business program.***

Section II: "Conceptual" Consolidation of Funds in a Title I School-wide Program (SWP)

Explanation/Background:

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

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

Consolidating Federal funds in a School-wide Program has the following additional advantages:

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

Most, if not all, School-wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School-wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School-wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a School-wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s School-wide Program, the amount each program contributes to the consolidated School-wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are	Amount Contributed	Check (✓) in the left column below to verify that
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually” ¹ Consolidated in the School-wide Program (✓)			to School-wide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	X			1,259,945	X	45
Title II, Part A	Federal						
Title III, Part A	Federal				151,220		19, 30, 31,
Title IV	Federal						
IDEA	Federal				311,957.66		23, 24, 26
Tax Levy	Local	X			11,540,142	X	18,21,22, 23, 24,26

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

Reminder: To consolidate funding in a School-wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds. Most School-wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School-wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring Advanced
Comprehensive SURR³ Phase/Group (If applicable): _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

A sufficient number of students in each subgroup, 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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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 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 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. In addition students are taught the necessary skills to effectively answer multiple choice questions.

School Under Registration Review (SURR)

For both ELA and Mathematics, students are given opportunities to attend tutoring sessions during the school day. After school and 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 January and June ELA Regents exam

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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 monthly to provide additional professional development services. 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 many 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: 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.)

There are 13 students in Temporary Housing who are currently attending our school.

2. Please describe the services you are planning to provide to the STH population.
 - **Guidance counselors counsel these students weekly.**
 - **Guidance counselors monitor these students' attendance, academic progress regularly.**
 - **Guidance counselors work on their graduation plan.**
 - **Guidance department make phone calls send letters and daedalus email (if possible) to students and their family.**
 - **Provide mandated counseling to students with IEP.**
 - **Conduct Planning Interviews with them.**

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 24	School Number 455	School Name Newtown High School
Principal John J. Ficalora		Assistant Principal Terry Paglia	
Coach N/A		Coach N/A	
Teacher/Subject Area Charlene Nieves (LAB Basis)		Guidance Counselor Carlos Acevedo	
Teacher/Subject Area Sonia Oviedo		Parent Shirley Lopez	
Teacher/Subject Area Liya Wang		Parent Coordinator Griselda Zapata	
Related Service Provider Martin Pejerrey		Other type here	
Network Leader Gerri Beirne		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	11	Number of Certified Bilingual Teachers	14	Number of Certified NLA/Foreign Language Teachers	14
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	2934	Total Number of ELLs	804	ELLs as Share of Total Student Population (%)	27.40%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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. Trends show that Spanish and Chinese speaking parents of ELLs choose the TBE program. (Spanish-90%; Chinese-85%) Parents of ELLs who speak other languages are given the option to enroll their children into bilingual programs elsewhere in the NYC school system. Trends show that the parents opt for the free-standing ESL program at Newtown (13%).

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

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										171	195	117	168	651

Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										78	55	38	83	254
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	249	250	155	251	905

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	804	Newcomers (ELLs receiving service 0-3 years)	371	Special Education	79
SIFE	148	ELLs receiving service 4-6 years	119	Long-Term (completed 6 years)	52

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	354	74	3	371	23	7	33	16	12	758
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	13	5	14	15	17	9	7	35	46

Total	377	87	8	385	38	24	42	23	47	804
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										130	122	69	121	442
Chinese										41	73	48	47	209
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	171	195	117	168	651								

Dual Language (ELLs/EPs)																					
K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	12	14	21	54
Chinese										3	5	6	7	21

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian										1				1
Bengali										6	10	7	7	30
Urdu										3	1		3	7
Arabic										2				2
Haitian										1				1
French											1		1	2
Korean														0
Punjabi										1	1	1	2	5
Polish										1				1
Albanian										1				1
Other										15	15	7	28	65
TOTAL	0	41	45	35	69	190								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Newtown offers transitional bilingual education programs in Spanish and Chinese. The Transitional Bilingual Spanish and Chinese Programs offer ESL, ESL+ELA, Bilingual Content Subject Areas and Native Language Arts. The Free Standing ESL Program offers ESL, ESL+ELA, ESL Content Subject Areas and Native Language Arts. Transitional Bilingual Chinese Program offers ESL or ESL+ELA, Bilingual Content Subject Areas taught using ESL methodology and Native Language Arts.

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.

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 bilingual teacher. 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 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. 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.

Data:Classroom,state exams, portfolios, studentwork are analyzed by teachers of ELLs.

Teachers of ELLs modify lessons accordingly in line with data.

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.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support	
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.	
NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL
100%	
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Tutoring for ELLs is offered before and after school and in the Saturday Academy for ELLs in all subgroups (SIFE, ELLs of special needs) in ELA, Math, and other content areas. Tutoring for ELLs is available in Spanish and Chinese. Glossaries and dictionaries of other languages are available for ELLs of other language groups. Achieve 3000 is being implemented for ELLs in need of ISS, and long term ELLs.

6. Achieve 3000 and tutoring is being implemented as transitional support for ELLs who have achieved proficiency on the NYSESLAT

7. Reading programs coupled with the use of technology are being considered for SIFE students for the coming year.

9. The school provides opportunities for ELLs to take AP classes and advanced courses in Native language arts

10. Smartboards and laptops are being purchased with title III money for additional classrooms for use by ELLs)SIFE, long term ELLs, transitional ELLs

11. ELLs who scoring below "proficient" on the NYSESLAT are required to include a period of NLA in scheduling. ELLs in the ESL program are provided with accommodations and glossaries during state examinations.

12. RIGOR - beginning/low intermediate level ELLs.
 Land, People, Nation - Pearson/Longman - high intermediate ELLs
 Achieving on the NYSESLAT - advanced level ELLs

13. Orientation sessions; School building tours for incoming 9th graders (including ELLs) - last week of August

14. ELLs have opportunities to enroll in College credit bearing programs -Queensborough and/or electives in Spanish, Chinese and French literature courses.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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 2010	Presentation of new content-based curricula for ESL classes; New ELA Regents format
October 2010	Inquiry and Teacher Teams: teachers of ELLs collaborated by evaluating student work.
November 2010	Revisitation of QTEL Strategies for Differentiation of Instruction; smartboard use
December 2010	Adapting Regents tasks to ESL 1-8
January 2011	Creating Rubrics to measure student work.
February 2011	Teaching Activities to support NYSESLAT Preparation
March 2011	NYSESLAT Dates and Administration Information; NYSESLAT Sampler Review
April 2011	Assisting ELLs in responding to literature for the ELA Regents
May 2011	Utilizing Visuals in the ESL classroom (graphs, charts) for the ELA Regents
June 2011	Supporting ELLs After Achieving Proficiency

A.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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 an ESL class taught by fully certified ESL/bilingual teachers. Parents of newly arrived ELLs attend workshops for orientation to the New York City School system. The Saturday ESL for Parents class is 9:00 a.m. to 12:00 p.m. from October 2010 through June 2011. 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.

Part V: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										66	89	26	17	198
Intermediate(I)										51	56	63	98	268
Advanced (A)										37	20	23	45	125
Total	0	0	0	0	0	0	0	0	0	154	165	112	160	591

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										41	82	15	8
	I										21	36	48	59
	A										33	33	19	37
	P										51	32	28	54
READING/ WRITING	B										61	60	18	15
	I										56	83	69	94
	A										36	20	22	47
	P										1	1	3	2

NYSELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	430	0	212	0
Math	123	366	73	171
Math				
Biology				
Chemistry	17	34	13	32
Earth Science	78	52	61	43
Living Environment	189	421	78	532
Physics	3	5	2	3
Global History and Geography	235	469	118	319
US History and Government	96	635	62	487
Foreign Language		641		582
Other		72		72
Other		10		10
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)				352				
Chinese Reading Test				179				

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- Acuity Exam has been administered to ELLs this year. No data is available yet.
- Data patterns via NYSESLAT/ ELARegents results show that ELLs are lacking in reading and writing skills. Lesson plans and curricula have been aligned to include strong emphasis in these areas. Independent reading through utilizing classroom libraries and journal writing is also stressed. Regents tasks are incorporated into lessons: listening and taking notes, literature response. Informational text interpretation will be included this year.
- Patterns from NYSESLAT results show the large amount of students in the Lstall. This large number of ELLs require strong emphasis on NYSESLAT test-taking skills and ELARegents exams. Materials and texts have been purchased and curricula has been aligned to better prepare ELLs intaking these exams.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Newtown High School					
District:	24	DBN:	24Q455	School		342400011455

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.3	83.6	84.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		90.7	91.4	89.4
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	962	919	846		27.5	48.2	53.7
Grade 10	863	879	792				
Grade 11	595	598	579	Students in Temporary Housing - Total Number:			
Grade 12	774	615	696	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	2	4	0		8	144	80
Total	3196	3015	2913	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					253	244	186

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	131	129	129	Principal Suspensions	292	240	209
# in Collaborative Team Teaching (CTT) Classes	54	55	63	Superintendent Suspensions	38	22	40
Number all others	115	105	92				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1007	1254

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	635	605	TBD	Early College HS Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD				

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	358	315	TBD	Number of Teachers	175	176	157
# ELLs with IEPs	44	83	TBD	Number of Administrators and Other Professionals	47	48	39

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	5	11
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	303	296	764	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	88.0	88.0	87.3
				% more than 5 years teaching anywhere	76.0	82.1	90.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	93.0	97.5
American Indian or Alaska Native	0.0	0.1	0.3	% core classes taught by "highly qualified" teachers	86.9	92.3	91.6
Black or African American	8.0	9.0	9.2				
Hispanic or Latino	64.9	63.4	61.4				
Asian or Native Hawaiian/Other Pacific	22.0	21.9	23.8				
White	5.0	4.9	5.3				
Male	58.0	58.3	58.1				
Female	42.0	41.7	41.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	v	56
Ethnicity							

American Indian or Alaska Native						
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	
Multiracial						-
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	X	
Student groups making				1	1	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	53.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	11.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	30.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf