



NEWCOMERS HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 30Q555
ADDRESS: 28-01 41 AVENUE, LIC, NY 11101
TELEPHONE: 718-937-6005
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30Q555 **SCHOOL NAME:** NEWCOMERS HIGH SCHOOL

SCHOOL ADDRESS: 2801 41 AVENUE, LONG ISLAND CITY, NY 11101

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

SCHOOL CONTACT PERSON: ORLANDO SARMIENTO **EMAIL ADDRESS:** osarmie@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Catherine del Frate, John Perlaza

PRINCIPAL: Orlando Sarmiento

UFT CHAPTER LEADER: Catherine del Frate

PARENTS' ASSOCIATION PRESIDENT: Zhen Mei Lin

STUDENT REPRESENTATIVE:
(Required for high schools) Jeannette Neto, Nabila Ibrahim, Jing Yu

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** 2.02

NETWORK LEADER: Vivian Selenikas

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
Orlando Sarmiento	*Principal or Designee	See Attached File
Catherine del Frate	*UFT Chapter Chairperson or Designee	See Attached File
Lin Zhen Mei	*PA/PTA President or Designated Co-President	See Attached File
Pedro Collado	Title I Parent Representative	See Attached File
Nicole Roberts	DC 37 Representative	See Attached File
Jeannette Neto	Student Representative	See Attached File
Nabila Ibrahim	Student Representative	See Attached File
Jing Yu	Student Representative	See Attached File
Nina Kramer	Member/Teacher	See Attached File
John Perlaza	Member/Assistant Principal	See Attached File
Steve Van Gennip	Member/Parent	See Attached File
Yin Yu Wei	Member/Parent	See Attached File
Li Ping Wang	Member/Parent	See Attached File
Frederick Farkouh	Member/Parent	See Attached File
Carmen Bueno	Member/Parent	See Attached File

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Just as New York City has served as a gateway for new Americans to our nation, Newcomers High School's outstanding educational program provides a pathway for new immigrants to pursue their academic dreams. Rated as one of the top ten schools in the nation by US News and World Reports, Newcomers is internationally recognized for the exceptional quality of teaching, learning, and support services for English Language Learners.

An essential part of the school is an orientation program that begins on the day of enrollment. Recognizing that initially students face numerous challenges to adapt, the orientation process was established to ease our students' transition to a new educational, social, linguistic, and cultural setting. The program assists our students in acquiring necessary survival skills, from learning about the subway system to learning key phrases to help them function in their daily lives.

Because ELLs benefit from extended periods of instruction, our school opted to arrange our academic program using a block schedule to offer an additional ESL class to all our students. This accelerates their language acquisition process and enables them to reach proficiency, meet New York State standards, and prepare them for the rigor of college work. Another key feature of our block schedule is a one-period weekly seminar tailored to our students' needs. Topics for seminars include: credit recovery, regents preparation, HIV education, orientation for new students, support for advanced placement courses, service learning, art, media, music, cross-cultural understanding, college admission support, advisory, and tolerance.

Our school offers academic intervention services for at-risk and struggling students through the Saturday Tutoring Program and the After-School Program, which are funded by Title III. We use a variety of resources to identify struggling students such as: ARIS reports, Daedalus, Inquiry Teams, Common Planning, and formal assessments.

Another unique feature of our school is that students have the opportunity to transfer to a variety of educational options and specialized programs available to high school students. In addition to promoting academic and athletic excellence, our instructional program emphasizes important learning objectives such as the acquisition of English through an intensive English-as-a-Second Language program and the development of native language skills. To expand learning beyond the classroom, our teachers sponsor many trips throughout the school year to historical or culturally relevant points of interest in New York City.

Newcomers HS offers many opportunities for students to earn university or college credit while they study for their high school diploma. We offer advanced placement examinations in Calculus, Spanish, Chinese and US Government. More than 90% of our students continue their studies at the university level, many with financial assistance provided by scholarships and awards. In partnership with LaGuardia Community College and their *College Now* program, we offer our students a tuition-free program for gaining college credits while attending high school.

Newcomers High School's mission is to provide immigrant students with an academic program geared to achieve excellence by responding to their unique needs. In accomplishing this goal our school has designed a rigorous instructional program while at the same time offering our students and their parents a supportive environment in their new country. We focus on English language acquisition programs, academic and youth development services, our school foster a respect for cultural diversity, an appreciation of the arts, and the importance of community service. At Newcomers, our new Americans are encouraged to combine the richness of their experiences from their native country with new academic successes and opportunities in order to become well-rounded, effective, contributors in their new community.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name: _____				
District: _____	DBN #: _____	School BEDS Code: _____		

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Number in Self-Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions			
Number all others				Superintendent Suspensions			
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes			

DEMOGRAPHICS							
Multi-racial				taught by "highly qualified" teachers (NCLB/SED definition)			
Male							
Female							

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>	

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?
-

Performance Trends:

In the 2008-2009 School Survey Report, it was noted that there was a decline in parents' response to the survey for the last three years. The rate of response declined as follows: In 2007, the response was 25%; in 2008, the response was 17% and in 2009, the response was 10%. In the 2009-2010 one of our CEP goals was to increase parents' response to the School Environmental Survey by 3%, we exceeded that goal greatly and our parents participation for the 2009-2010 School Survey Report was 29%, a net increase of 19%.

The NYSED School Report Card (2008-2009) reflects that all students and all subgroups met AYP in mathematics and graduation rate. However, the report also shows that in ELA the performance index for all students was 153 while the AMO was 163. Therefore, the school did not meet Adequate Yearly Progress (AYP). In the subgroups, it was noticed that Asian students met AYP in ELA while Latino students did not meet AYP. Since our school was identified as a School in Need of Improvement (SINI) Year 2 during the 2008-2009 academic year. In the 2009-2010 academic year, under the NYSED Differentiated Accountability model the school became a school in Corrective Action (Year 1) Comprehensive and the school had a curriculum audit during the Spring 2010 semester; On June 10, 2010 we held a co-interpretation of the data collected by Education Alliance from Brown University with ample participation of the school's various constituencies: parents, teachers, students, and administrators. Although Learning Point Associates and Education Alliance at Brown University have not issued their executive report as of October of 2010, we are basing our goals and objectives for the 2010-2011 school year in the areas of AIS, curriculum, instruction, and professional development from the findings prioritized during the Curriculum Audit co-interpretation. We intent to maintain our collaborative teams such as curriculum committees, inquiry teams, and common planning teams to implement the goals and objectives based on the Curriculum Audit co-interpretation. The NYSED School Report Card (2009-2010) reflects that our school consistently meets AYP in mathematics, we noticed improvement in meeting AYP in ELA, and unfortunately in graduation we did not make AYP for all students by 1% point since the progress target was raised significantly for the year.

The following table shows the accountability results for ELA since the school year 2006-2007 until the school year 2009-2010:

YEAR	2006-2007			2007-2008			2008-2009			2009-2010		
ELA	PI*	AMO**	AYP***									
All Students	128	151	NO	179	157	YES	153	163	NO	171	169	YES
Latinos	127	150	NO	181	155	YES	144	161	NO	170	167	YES
Asians	126	146	NO	173	155	YES	164	159	YES	168	164	YES
Limited English Proficient	123	121	YES	179	157	YES	152	163	NO	170	169	YES
Economically Disadvantage	132	151	NO	183	157	YES	159	163	NO	176	169	YES
Final AYP Determination			NO			YES			NO			YES

* Performance Index

**Annual Measurable Objective

***Adequate Yearly Progress

Secondary-Level English - All Student Trends: A trends analysis of data over the last four years indicates that the performance index increased from 128 to 171 (+43).

Secondary-Level English – Hispanic/Latino Trend: A trends analysis of data over the last four years indicates that the performance index increased from 127 to 170 (+43). However, since the Effective Annual Measurable Objective increased to 161, the Hispanic/Latino subgroup did not make Adequate Yearly Progress (AYP) in 2008-2009 but did make AYP in 2009-2010.

Secondary-Level English – Limited English Proficient (LEP) Trend: A trends analysis of data over the last four years indicates that the performance index increased from 123 to 170 (+47). While our LEPs demonstrated progress in student performance over the past four years, the Effective Annual Measurable Objective also increased to 169. In 2008-2009 the LEP subgroup did not make Adequate Yearly Progress (AYP) by 4 points, however in 2009-2010 the performance index for LEP exceeded the effective AMO by 7 points.

The following is a table reflecting trends on Graduation Rate for all students and main subgroups:

YEAR	2006-2007			2007-2008			2008-2009			2009-2010		
Graduation	GR*	PT**	AYP***									
All Students	66%	55%	YES	43%	55%	NO	60%	55%	YES	63%	64%	NO
Latinos	65%	55%	YES	41%	55%	NO	58%	55%	YES	59%	62%	NO
Asians	62%	55%	YES	48%	55%	NO	61%	55%	YES	66%	65%	YES
Limited English Proficient	55%	55%	YES	50%	1%	YES	61%	55%	YES	62%	65%	NO
Economically Disadvantage	70%	55%	YES	48%	55%	NO	64%	55%	YES	71%	67%	YES
Final AYP Determination			YES			NO			YES			NO

* Graduation Rate

**Progress Target

***Adequate Yearly Progress

Graduation Rate – All Student Trends: A trends analysis of data over the last five years indicates that the percentage of students graduating within 4 year increased from 52% to 63% (+11), which is 8% higher than the state standard of 55% until 2008. However, in 2009-2010 the Progress Target was raised to 64%, and our graduation rate for all students was 63% which was 1% below the new target but still 3% over the previous year.

Graduation Rate – Hispanic/Latino Trend: A trends analysis of data over the last five years indicates that the percentage of students graduating within 4 year increased from 49% to 59% (+9), which is 3% higher than the state standard of 55% until 2008. However, our Progress Target for

Latino students was 62% in 2009-2010, which was an increase of 7% and our graduation rate was 59%, we did increase graduation by 1% in the last year for this subgroup.

Graduation Rate – Limited English Proficient (LEP) Trend A trends analysis of data over the last five years indicates that the percentage of students graduating within 4 year increased from 55% to 62% (+6), which is 7% higher than the state standard of 55% was in 2009. However, in 2009-2010 the Progress Target was raised to 65% and our graduation rate for this subgroup was 62%

Scholarship Reports

The scholarship report for the academic year 2009-2010 reflects the following data:

Subject Areas	Fall 2009 % Passing Courses	Spring 2010 % Passing Courses	Fall 2009 % Passing Regents	Spring 2010 % Passing Regents
English/ESL	75.07%	72.48%	46.95%	42.68%
Social Studies	73.78%	75.36%	43.80%	63.07%
Mathematics	64.50%	70.06%	74.83%	67.39%
Sciences	73.51%	79.09%	83.95%	84.76%

The scholarship report reflects improvements in the passing rates in NYS Regents' exams in social studies by comparing January 2010 scores with June 2010 scores. Passing scores for mathematics courses increased from the fall 2010 semester to the spring 2010 semester by 6% points, which is significant. Although passing rates in ESL/ELA courses was steady, the passing rate in ELA regents' exams decreased by 3% points. We intent to identify low performing students in the current school year and refer them to AIS programs, which will focus on targeted skills and content to improve student performance in passing courses and regents examinations.

In the 2009-2010 School Survey Report it was noted that teachers' response to the survey was 83%, this was 7% above the citywide rate of 76%. The report also indicates that 100% of teachers completed the survey on line. Teacher participation of 76% shows an improvement of 24% compare to last year's participation, which was 59%. Overall the trends in rate of response in the school survey showed great improvement over the last three years as follows:

School Survey Constituency	2008 Rate of Response	2009 Rate of Response	2010 Rate of Response
Parents	17%	10%	29%
Teachers	42%	59%	83%
Students	91%	88%	92%

Greatest Accomplishments/Aids to Continuous Improvement

Data Source: 2009-2010 Quality Review:

- Multifaceted curricula that reflect best practices are the result of strong beliefs about serving English language learners.
 - A rich, engaging approach to learning English is evident throughout the school. The integration of arts, drama, music, public speaking opportunities, multi-media offerings, word building, group activities and exciting partnerships with outside organizations all heavily support language acquisition, accelerating the pace at which students acquire high levels of English.
- Teachers utilize a process known as the Sheltered Instruction Observation Protocol to frame lessons and deliver rigorous standards based content lessons that develop language and higher

order thinking skills simultaneously, preparing significant numbers of newly arrived students for college at a rapid pace.

- The school provides a safe environment for its unique population, in which students are supported and are supportive of the learning of others.
 - Students eagerly take advantage of the many opportunities, and easily describe, numerous ways in which their learning has been fostered at the school, whether by “learning from our mistakes” or through participation in internships, sports, and clubs that promote the learning of English. Students who are struggling in acquiring English are most notably encouraged and assisted by their own peers, even those who speak different native languages.
 - Parents adamantly express how well their children are known and supported as individuals. New students arrive daily and are immediately integrated fully into the community, assessed for English and academic levels and placed into the appropriate classes. Extensive guidance supports help students acculturate and ease their transition.
- Effective professional learning opportunities develop teachers at all levels of practice and elevate school-wide instructional practices.
 - A long-practiced buddy system was described by many teachers as having been key to their own integration to the school and helping them better understand the techniques most useful to English language learners, and to contributing a sense of coherency in pedagogy.
 - Differentiated support and effective feedback from administrators reflect the distinct population each teacher serves, so that bilingual, ESL, native language arts, and content teachers are all expected to be on the cutting edge of their disciplines. This is helpful in creating uniform expectations for the quality of pedagogy while meeting individual teachers where their needs are.
- Collaborative teams enhance the already strong professional and reflective professional culture in the school.
 - Inquiry teams are cross-functional and have greatly increased coherence across disciplines and student levels. Specific inquiries have enabled the teachers to dig deeply into their relevant data and uncover patterns and trends of which they were not previously aware, enabling them to modify curricula.
 - Effective distributed leadership structures tap in to the strengths of individual teachers. Some teachers are leading the technological advancements in the school; others are leading the efforts to drive instruction using relevant data; still others are leading the efforts to strengthen communal aspects and use of protocols.
- High expectations are well understood, owned and enacted by the entire community, emanating a seriousness of purpose throughout the school.
 - Everyone in the school is focused on accelerating the acquisition of English for the students, preparing them for college and engaging them in American civic life. Students feel comfortable taking risks with their learning in order to grow, knowing they will be supported in doing so. Students speak with great passion about the school opening the door to the American dream.
 - Parents agree that they are integral to the school’s mission. They are involved in school decision making to a high degree, appreciate the opportunities to learn alongside their children, and are kept constantly aware of their children’s progress via phone calls and a truly open door policy. The school goes to great effort to ensure that language is not a barrier to parent participation.
- Ongoing evaluation has enabled highly reflective school leadership to make effective organizational changes that have resulted in greater alignment and coherence across the school.

- School leaders have developed an ambitious plan to have teacher teams re-align both the ESL and interdisciplinary curricula so that there are clear delineations of accountability and aligned resource use. This has ensured the investment of the teaching staff and has enabled the school to embrace its successes while remaining firmly rooted in the process of reflection.
- A complete re-alignment of guidance services has changed the way youth development and academics are intertwined. Counselors now follow the same students through their entire journey at Newcomers High School, fostering deeper relationships and offering a more individualized approach.
- Thorough analysis of relevant data enables school leaders to plan for continued improvement.
 - Concerns about particular subgroups have been identified. There is a sense of urgency around the disparities in overall achievement levels between different populations of students and between different measures of outcomes, and this sense of urgency has helped to drive continual reform efforts at the school.
 - School leadership meet regularly to review critical data and make determinations about interventions and curricular adjustments. Weekly seminars are designed to meet precise needs identified in data and foster readiness for specific Regents' exams. Extensive after school and Saturday programs provide additional support.

Barriers to Continuous Improvement

Data Source: 2009-2010 Quality Review

- Embed feedback and assessment practices consistently across all language levels, content areas, and courses, to ensure a more seamless and reflective experience for students.
 - There are some exemplary on-the-spot and written feedback practices in place; however, these practices are not widely adhered to by all teachers in all courses. As a result, expectations for quality of work vary such that not all students are clear about their precise next goals to achieve in each course.
 - There is some evidence of reflective practices for students being developed in a number of classrooms. In several classrooms, however, opportunities are missed to engage the students in the kind of reflection that will help them take even more ownership of their learning. As a result, some students are too passive in their approach to learning English and meeting content standards.
- Use classroom data vigorously so that teacher teams and individual teachers are able to measure more precise improvement targets for groups of students.
 - Although the school has taken good steps to meet targets on a larger scale, some teacher teams and some classrooms are not yet focusing on how classroom level data can inform school-wide goals. There is not, for example, an ongoing comparative analysis of the outcomes at each level of learning English, and how those outcomes differ in different native languages and relate to content outcomes. There are data collection systems in place that can support this endeavor.
 - While the curriculum mapping initiative is currently focused on the building of common resources, it is not yet focused on the building of common assessments to measure the effectiveness of those resources, creating an inconsistency around which standards are being met at certain times in differing populations.
- Develop more rigorous systems for regularly measuring the progress towards interim and long term goals to ensure that accountability for student progress is shared.
 - Although school leaders are highly reflective and engage in robust annual school planning processes, not all teachers and teacher teams are measuring how their own classroom practice is contributing to, and reflected in, the overall outcomes. Efforts to create a

collective understanding of this are underway though not yet fully cemented. As a result, it is challenging to judge if the overall goals will be met and how to adjust plans to ensure that they are met.

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	Short Description
<p>Goal # 1: By the end of the first marking period of each semester during the school year 2010-2011 all teachers will have developed curriculum maps aligned with New York State standards, and performance indicators for all classes offered at Newcomers High School.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> On June 10, 2010 during the co-interpretation of the Curriculum Audit through review of data gathered by Education Alliance from Brown University, it was found that in the curriculum area our school has the following challenges:</p> <ul style="list-style-type: none"> • “The curriculum maps do not include core themes, standards, performance indicators, texts or vocabulary. The curriculum committee is continuing to develop the curriculum to incorporate these areas.” • “There is not yet a common understanding of what the ESL/ELA curriculum should look like and how it should be implemented.” • “The core skills are not clearly and or consistently articulated across curriculum maps.”
<p>Goal #: 2: Throughout the school year 2010-2011 60% of teachers will refer low academic performing students to participate in targeted Academic Intervention Services.</p>	<p><input type="checkbox"/> On June 10, 2010 during the co-interpretation of the Curriculum Audit through review of data gathered by Education Alliance from Brown University, it was found that in the curriculum area our school has the following challenges:</p> <ul style="list-style-type: none"> • Through the Curriculum Audit teachers’ survey, “a high percentage of teachers perceived that students need academic supports beyond what they receive in the classroom but they don’t consistently participate in AIS.” • Through the Curriculum Audit teachers’ survey, “A significant minority (38%) of teachers perceive that the academic intervention

	services offered are insufficient for the non-proficient students.”
<p>Goal # 3: By the end of the first month of each semester of the school year 2010-2011 all teachers will distribute to all students a course outline for every course, which will include learning objectives, core themes, core language skills, core critical thinking skills, assessment policy, core materials and resources to be used in class.</p>	<p><input type="checkbox"/> On June 10, 2010 during the co-interpretation of the Curriculum Audit through review of data gathered by Education Alliance from Brown University, it was found that in the curriculum area our school has the following challenges:</p> <ul style="list-style-type: none"> • “Teacher interviews, observations and survey data report insufficient bilingual and ELL specific materials and resources to support instruction.” • “In approximately half of classrooms observed, student did not have opportunities to engage in analysis or evaluation.”
<p>Goal # 4: Throughout the school year 2010-2011 all teachers will receive training on interpreting student data to improve student performance, in integrating the common core standards, and in developing rubrics to provide students with targeted feedback.</p>	<p><input type="checkbox"/> On June 10, 2010 during the co-interpretation of the Curriculum Audit through review of data gathered by Education Alliance from Brown University, it was found that in the curriculum area our school has the following challenges:</p> <ul style="list-style-type: none"> • “There is a need for PD based on assessment, content standards and use of instructional materials.” • “There is a need for more relevant PD based on teacher input.” • “There is a need for PD on how to apply available data to inform instruction.”
<p>Goal #5: By the end of the school year 2010 – 2011 there will be a 10% increase of students who are on track for graduation due to credit accumulation in Math, Science, and Social Studies.</p>	<p><input type="checkbox"/> Upon reviewing the ARIS Graduation Track Report of 2010, we noticed that the number of students who are on track for graduation based on the NYS required Regents Examinations is significantly higher than the number of students who are on track for credit accumulation. We noticed the following trends:</p> <ul style="list-style-type: none"> • We found that there were 17 students who have only accumulated 4 credits in Mathematics, and who need 2 additional credits to be on track. • We found that there were 14 students who have only accumulated 4 credits in Science, and who need 2 additional credits to be on track. • We found that there were 67 students who have only accumulated 6 credits in Social Studies, and who need 2 additional credits to be on track.

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): Curriculum – School wide

<p>Annual Goal # 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the first marking period of each semester during the school year 2010-2011 all teachers will have developed curriculum maps aligned with New York State standards, and performance indicators for all classes offered at Newcomers High School.</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>	<ul style="list-style-type: none"> • Curriculum maps will be developed by the first marking period each semester during the school year 2010-2011. • Teachers will meet during common planning time to ensure horizontal alignment in the implementation of curriculum maps. • During weekly common planning meetings teachers will share methodologies and resources to support curriculum planning and implementation. • By June 2011 Curriculum Committees review and revise curricula for vertical and horizontal alignment, including initial placement, benchmark, interim and exit criteria and assessments.
<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>	<ul style="list-style-type: none"> • Professional development on “getting results with curriculum mapping” will be offered to all teachers on Election Day on November 2, 2010. • Title I School-wide funding • All teachers in the school will develop curriculum maps
<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"> • All teachers will submit curriculum maps every semester for all courses. • Common Planning teams keep monthly logs documenting discussion and implementation of curriculum maps, assessments, instructional strategies, and shared resources/materials. • Every semester school administrators will gather all curriculum maps for review to ensure that they include core themes, alignment with NYS standards, performance indicators, materials, and core vocabulary.

Subject/Area (where relevant): Academic Intervention Services

<p>Annual Goal # 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Throughout the school year 2010-2011 60% of teachers will refer low academic performing students to participate in targeted Academic Intervention Services.</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>	<ul style="list-style-type: none"> • By January, 2011 school year there will be a compensatory time position created and implemented to follow low academic performing students in need of AIS. • All teachers will refer underperforming students to attend AIS programs. The referrals will be sent to parents every marking period through Progress Report letters using the data portal Daedalus. • In the AIS programs teachers will administer a pre-test, and use innovating curricula such as Castle Learning, Prentice Hall, and United Streaming to address specifics academic skills that need strengthening. By the end of the AIS program all students will take an exit assessment to ascertain their academic improvement. • AIS will be offered in weekly seminars in the following areas: <ul style="list-style-type: none"> ❖ Credit recovery in social studies courses: Global History and US History ❖ Preparation for regents examinations in Algebra, Geometry, Global History, Geometry, US History ❖ Lab preparation for Earth Science and Living Environment ❖ Academic Skills Tutoring in ESL, mathematics, and Native Language Arts
<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>	<ul style="list-style-type: none"> • TL Fair Student Funding • Title III LEP • Compensatory Time Teacher • Selected Mentor Teachers • Guidance counselors and parent coordinator will participate
<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"> • Improvement in student performance reflected in passing courses as measured by scholarship reports • Improvements in regents examination passing rates • Increase participation of low performing students in AIS programs

Subject/Area (where relevant): Instruction – School wide

<p>Annual Goal # 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the first month of each semester of the school year 2010-2011 all teachers will distribute to all students a course outline for every course, which will include learning objectives, core themes, core language skills, core critical thinking skills, assessment policy, core materials and resources to be used in class.</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>	<ul style="list-style-type: none"> • All teachers will develop course outlines for all courses they teach each semester that include: learning objectives, languages objectives, learning skills for the course, grading policy for the course, content to be studied, and materials/resources for learning. • Course outlines will be distributed to all students by the first marking period during the school year 2010-2011. • In Departmental Conferences teachers will meet and collaborate to ensure that course outlines are in alignment with subject curriculum and performance indicators.
<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>	<ul style="list-style-type: none"> • School-wide funding • All teachers in the school will distribute course outlines to all students
<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"> • Students will receive course outlines in all courses every semester. • Administrators in walkthroughs will monitor that all students have received course outlines.

Professional Development

Subject/Area (where relevant): _____

<p>Annual Goal # 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Throughout the school year 2010-2011 all teachers will receive training on interpreting student data to improve student performance, in integrating the common core standards, and in developing rubrics to provide students with targeted feedback.</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>	<ul style="list-style-type: none"> • Throughout the 2010-2011 school-year, all teachers will receive targeted professional development on the use of data available in STARS, ATS, ARIS and Daedulus to group students for differentiated instruction. • By the 2010-2011 school year teachers will receive professional development focused on integrating the common core standards for ELL language acquisition. • By the 2010-2011 school year teachers will receive professional development focused on developing assessment practices and rubrics to provide ELLs with feedback to improve their academic performance.
<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>	<ul style="list-style-type: none"> • Title I School Wide Funding • TL Children First Inquiry Teams • TL Fair Student Funding • All teachers and school administrators will participate
<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"> • Teachers will share assessment strategies with their colleagues in inquiry teams and common planning team meetings • Administrators during instructional walkthroughs and observations will evaluate the implementation of rubrics and assessment to provide students with feedback throughout the school year.

D 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)**

FEBRUARY 2011

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				
9	56	64	3	12	20	N/A	N/A	N/A
10	117	117	28	42	25	N/A	N/A	N/A
11	135	64	65	33	40	N/A	N/A	N/A
12	28	8	0	31	30	N/A	N/A	N/A

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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

Mathematics:	<input type="checkbox"/> We have added AIS classes and weekly seminars in mathematics to the day programs of students who have been in the school two or more years. The Math Department facilitates the peer-tutoring program during the lunch periods. We also offer Math tutoring in our Title III After-School, Saturday, and 21 st Century After-School Programs.
Science:	<input type="checkbox"/> Teachers identify struggling students, and refer them to attend the after-school Programs, the Saturday tutoring programs. The Science Department has created weekly seminars to provide opportunities for students to make-up laboratories they missed during their regular lab periods. Also, during the Saturday Program two Saturdays are dedicated to provide opportunities to make up labs in Living Environment and Earth Science for those identified students as missing labs.
Social Studies:	<input type="checkbox"/> Since 100% of the students at Newcomers are new immigrants, they are unfamiliar with United States history and need additional time to complete the social studies sequence of courses. Moreover, many students have studied only the history of their country of origin and lack mastery in social studies skills, critical thinking to analyze documents, and writing skills to compose thematic and document-based essays. Therefore, we have created extra support classes, both in Global History and United States History. We offer AIS for credit recovery in Global History and US History for students to complete the social studies sequence and meet graduation requirements. Similarly, we identify students in cohort M who are eligible for credit recovery in Participation in Government (H7) and are expected to graduate in June 2011. Through the Title III After-School, Saturday, and 21 st Century After-School Programs, we offer tutoring in social studies to prepare for the Global History and US History Regents examinations.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> School Counselors provide services including crisis counseling, support in the adaptation to a new academic system, youth development services, etc. on an as-needed basis. Counselors also outreach to community based organizations and fulfill many of the services sometimes provided by social workers.
At-risk Services Provided by the School Psychologist:	Not Applicable: At-risk services typically provided by the school Psychologist are not required at Newcomers HS, because the number of Special Education referrals each year is negligible. Low referrals are a result of the IDEA Act, 1975 where English language learners are not eligible to be referred for Special Education services for one year. Therefore, the student population at Newcomers does not require a full time School Psychologist. In the event that a student requires a Special Education evaluation, the student is referred to the District's Office of Special Education.
At-risk Services Provided by the Social Worker:	Not Applicable: Many of the services often provided by social workers are being delivered by school counselors.

At-risk Health-related Services:

The school has an assigned nurse from the Department of Health, and a doctor from the Department of Health comes to the school twice a month for consultations with students.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) at Newcomers High School(30Q555) for the year 2010-2011

Part I: School ELL Profile

Newcomers High School is a school for recently arrived immigrants to the US and contains both Transitional Bilingual Education and Free-standing ESL programs. A requirement to attend is that students have recently arrived to the U.S. and are in the United States for less than one year.

A. Language Allocation Policy Team Composition

The Language Allocation Policy Team at Newcomers High School(Queens, District 30, 555) consists of Orlando Sarmiento (Principal), John Perlaza (Assistant Principal Science & Mathematics), Rafael Rodriguez (Assistant Principal ESL/Native Language Arts), Eduardo Duarte (Parent Coordinator), Mariel Dinan (ESL teacher and LAB-R/ Spanish LAB Coordinator), Alexandra Tselepis (English and ESL teachers, Assistant LAB-R Coordinator), Oscar Alfonso (bilingual guidance counselor), and Michael Kastner (English, ESL, and social studies teacher).

B. Teacher Qualifications

Newcomers has 62 teachers: 23 are fully certified ESL teachers and 39 teachers who are fully certified in their respective subject areas, including 7 certified Native Language Arts teachers, 7 content area teachers with bilingual extensions, and six 6 teachers who are fluent in the language of instruction and are in the process of obtaining a bilingual extension certification in New York State. To this effect, funds are available to assist them in obtaining their bilingual extension. Our 4 guidance counselors speak more than one language, and three have bilingual certification. Based on the BEDS Summary Report from October 2010, identified teachers have been directed to apply for certification through the HOUSSE survey. As per CR Part 154.

C. School Demographics

Newcomers High School is a school for recently arrived immigrants to the United States. The school population consists of 1054 students, who are ELLs, former ELLs, and qualified for ESL services. Currently, of the 1054 students, 1011 (95.92%) are ELLs and 43 are proficient or tested out through the NYSELSAT or LAB-R. Also, of the 1011 ELLs, 753 (74.53%) students are in the Transitional Bilingual Education programs and 258 (25.46%) students are in the free-standing ESL program. There are two TBE programs: The Spanish TBE program with 454 (44.9%) students and the Chinese TBE program with 299 (29.57%) students.

Part II: ELL Identification Process

All students who enroll in NEWCOMERS HIGH SCHOOL are recently arrived immigrants. At registration they are administered the Home Language Survey (HLIS), informal interviews, and the Language Assessment Battery-Revised (LAB-R) to determine their ESL status and eligibility for ESL and/or bilingual services.

Newcomers High School coordinators of the LAB-R program are Ms. Mariel Dinan and Alexandra Tselepis. Since students are automatically identified as ELLs, the HLIS is completed by the parents during registration and the LAB-R is administered during the first ten days of enrollment as mandated.

Each semester as part of program planning LAB-R coordinators, the ESL assistant principal, and the program chair review the NYSESLAT scores of students to determine continued eligibility for services, and as a general guide to assist in the placement of students in particular classes. Students who score "Proficient" on the NYSESLAT are placed in regular English classes. LAB-R coordinators, ESL assistant principal, and parent coordinator organize the distribution of Entitlement Letters. Entitlement Letters are sent to all parents in various native languages annually.

In addition to the Parent Coordinator, Mr. Eduardo Duarte, Newcomers High School has 7 bilingual certified teachers, and several teachers who speak languages such as Spanish, Chinese, Bengali, Russian, Korean, French, Portuguese, Japanese, and other languages. These teachers assist in explaining program choices to parents in their native language. The Parent Coordinator also distributes printed NYCDOE materials in these various languages and shows the video describing the three programs in order to inform parents of their options. Since Newcomers High School has only two of the three types (TBE and ESL), if a parent requests a dual language program, other schools with such programs are recommended. Parents also have the option of opting out of the bilingual program through filling out the appropriate form.

Parents complete documents such as Parent Survey and Program Selection during enrollment of students in the school. NEWCOMERS HIGH SCHOOL provides an "orientation" the first five days of school for ELLs in which policies and required materials are completed.

After students have been identified as ELLs using the HLIS, Parent Survey and Program Selection forms and the LAB-R, an in-house placement test is administered to assist in placing students in the exact level of ESL instruction. A math placement is also administered in the student's native language. The Spanish LAB is also administered to Spanish speakers. All of these tests and forms are usually completed within the first few days of school either over the counter or in the orientation. If a student's parent selected the Spanish or Chinese bilingual program, students will receive classes in the appropriate language in addition to having the state mandated number of hours of ESL instruction.

After a review of the Parent Surveys and Program Selection forms for the past three years, and since Newcomers High School is a school TBE and ESL designated for newly arrived immigrants, it was observed that a large majority of parents select the Transitional Bilingual Program (either Chinese or Spanish) with ESL services, and that these programs are aligned with parent requests.

It can be observed by looking at student schedules that the students whose parents requested TBS services are taking all or most of their subject area classes in their native language. Additionally Native Language Arts classes are available to and are attended by TBS students. Six students opted out of the bilingual classes, and for these students as well as all other ELLs at Newcomers High School, they will still receive state mandated ESL classes as long as they are eligible.

In addition to following state mandated protocol for identifying and placing students in appropriate programs through the HLIS, administering the Parent Survey and Program Selection form, and viewing the video for parents that explains the choice of programs in several native languages, the parent coordinator sends letters and updates to parents and hosts several programs that invite parents to come in to school to learn about what programs and services are available for their children as well as to make a better liaison with them and the community. These hosted programs

include providing translation by bilingual teachers and aides to ensure that parents can express their concerns and make informed decisions related to their children's education.

Part III: ELL Demographics

A. ELL Programs

ESL classes at Newcomers High School are self-contained. We have pull-out self-contained classes. Classes are arranged by ESL levels from 1 and 2 for beginner and upper beginner, levels 3 and 4 as lower and upper intermediate, and levels 5 and 6 as more advanced. Of the 1011 ELLs at Newcomers High School, 246 are in 9th grade, 502 are in 10th grade, 210 are in 11th grade, and 53 are in 12th grade. ESL level varies according to individual student needs.

B. ELL Years of Service and Programs

Most ELLs (915 or 90.5%) at Newcomers High School have been receiving services for between 0-3 years. 96 ELL students have been receiving services for between 4-6 years, and no student has been receiving services for more than six years. There are currently no SIFE or Special Education students at Newcomers High School. Of the 915 ELL students who have been receiving between 0-3 years of service, 671 are in a TBE program and 244 are in the Free Standing ESL program. Of the 96 ELL students who have been receiving between 4-6 years of service, 82 are in a TBE program and 14 are in the Standing ESL program.

The number of ELLs at Newcomers High School who are in the Spanish TBE program is 454; and there are 299 ELLs in the Chinese TBE program. Of the 454 ELLs in the Spanish TBE program, 99 are in 9th grade, 222 are in 10th grade, 113 are in 11th grade, and 20 are in 12th grade. Of the 299 ELLs in the Chinese TBE program, 53 are in 9th grade, 169 are in 10th grade, 57 are in 11th grade, and 20 are in 12th grade.

C. Home Language Breakdown and ELL Programs

While 32 languages are represented by the students of Newcomers High School, most students fall in one of a few major language groups. The following tables for the Transitional Bilingual Education Program and for free-standing ESL program show the major language groups for each program and the breakdown by grade levels:

Transitional Bilingual Education Program – Number of ELLs by Grade in Each Language Grade					
Language	9th Grade	10th Grade	11th Grade	12th Grade	Total
Spanish	99	222	113	20	454
Chinese	53	169	57	20	299

The Transitional Bilingual Education (TBE) programs at Newcomers: The purpose of the Transitional Bilingual Education (TBE) programs is to provide students with native language support to improve intellectually while they continue to develop their English language proficiency. The idea is that they will transfer academic, conceptual, and other skills acquired in their native language to academic and conceptual development in English as their second language as they develop English language skills. Since most students are recent arrivals to Newcomers, the amount of English use in a classroom depends on students' English proficiency; however, it increases gradually as proficiency increases, following the recommended guidelines of 60% native language to 40% English for beginners; 50-50% for intermediate learners; and 25-75% native language to English

language use for advanced learners. For example, in a class of all new arrivals, although new concepts may be introduced in English, ESL beginner students are allowed to use their native language as a means of accomplishing a task. English is used 40% of the time as required by NYC Department of Education, and each lesson includes a linguistic summary in English. As the year progresses and student English proficiency increases, the amount of English used in instruction and in class activities increases accordingly.

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

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

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

The Spanish TBE program offers Spanish-speaking students Native Language Arts (NLA) Spanish in Levels 1-8. Language and Literature Advanced Placement Spanish classes are also offered. Subject area Regents classes in 1st and 2nd year Earth Science, Global History, and 1st year U.S. History are available.

Newcomers High School offers Spanish Math A Regents prep classes in Levels I-III and Math B Regents prep classes in Levels I and II. The Chinese TBE program offers Chinese-speaking students NLA Chinese in Levels 1-8 and multi-level Regents prep classes in Math A, Living Environment, and Earth Science. There is also a Chinese Advanced Placement course offered for qualified students.

Free-standing ESL Program – Number of ELLs by Grade in Each Language Grade					
Language	9th Grade	10th Grade	11th Grade	12th Grade	Total
Spanish	1	3	2	5	11
Chinese	0	4	6	3	13
Russian	1	5	3	1	10
Bengali	21	25	9	1	56
Urdu	2	6	0	0	8
Arabic	6	8	2	2	18
Haitian	5	4	0	1	10
French	10	12	3	7	32

Korean	0	5	0	0	5
Punjabi	1	1	2	0	4
Polish	1	7	3	0	11
Albanian	1	0	0	1	2
Other	13	36	22	7	78
Total	62	116	52	28	258

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

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

Extracurricular Programs: In addition to the Saturday and after-school intervention programs, the school actively seeks to identify students with literacy needs and provides extra instruction and encouragement to these students to participate in them. Newcomers has several extra-curricular activities such as varsity sports teams and clubs to include basketball (boys and girls), coed varsity cricket (which took 1st place in the NYC PAL 2008 season), handball, soccer (boys and girls), swimming, tennis (boys and girls), and volleyball (boys and girls). The library and computer rooms are open after school for homework, research and school projects. After school clubs include the Media Team, the Math Team, the Science Club, Chess Club, which are funded through the 21st Century grant. The school has several collaborations with supportive organizations. Some of these organizations are listed and described below.

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

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

Orientation for new admits: Before the beginning of school, students spend undergo an orientation, at which time documentation, testing, and other requirements are completed. During this orientation, students are provided with activities to acclimate them to the school life at NEWCOMERS HIGH SCHOOL. Policies and other issues are explained in writing in student native languages. Bilingual teachers assist in ensuring that students have support to transition to school life in the U.S. and at NEWCOMERS HIGH SCHOOL.

D. Programming and Scheduling Information

Newcomers H.S. provides instruction for all ELLs through block programming and in self-contained classes to ensure compliance with CR Part 154, i.e., to provide 540 minutes of ESL instruction for beginners, 360 minutes for intermediate, and 180 minutes for advanced ELLs and other time and instructional mandates for NL support and other NLA instruction. ELL students receive a minimum of eight (8) periods of instruction as mandated by NYSED stature.

Although Newcomers currently has no SIFE students, it has identified students who need literacy and academic help. The After School program provides extra help and enrichment opportunities in the form of peer- and teacher-tutoring and small group work. It runs Tuesdays through Fridays. The Saturday Program offers literacy development and runs from 08:00 – 12:00 during the semester. Both programs provide enrichment, test prep, and opportunities to work in smaller groups to get needed help. The After-school and Saturday Programs are funded with the Title III grant.

In addition to offering after-school and Saturday programs to long-term ELLs, Newcomers High School provides several intervention programs and classes, such as Regents prep, writing classes, peer tutoring, and other extra classes.

Newcomers High School does not have any ELLs that have been identified as having special needs.

For students who have scored “P” on the NYSESLAT, Newcomers High School offers mainstream English courses that include ELA content similar to that taught in non-ESL curricula, including college prep, SAT prep, and other advanced learning opportunities, and transitional support.

Newcomers High School is always seeking ways to try new programs or improvements for existing ones. Following is a list of outside organizations that partner with Newcomers H.S. in providing instructionally beneficial programs to students: Human Rights Watch, Adobe Youth Voices, Facing History, Anti-Defamation League, Global Kids, and Amnesty. Students in some of these classes do community service and are trained to conduct peer education lessons on diversity and tolerance. Century 21 is another outside organization that offers classes for students at Newcomers that include an artistic approach to developing knowledge and skills. Some of the programs offered by Century 21 include the following: Digital Graphic Arts, photography and Photo Journalism, Animation, Theater, Global Careers and Education, Percussion/Latin Dance, Media Team, Robotics, Film and Current Events Science Club, and Law, Conflict, and Communication. Some of the workshops being offered under the 21st Century grant

include the aims of helping students develop social as well as marketable skills that they can bring into a career choice. These programs also have as goals to instill and promote life skills, decision-making, self-esteem, self-improvement, and leadership training.

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

All students at Newcomers High School are ELLs or former ELLs. As such, all programs are designed with their specific needs in mind, and all students have equal access to the curricular and extra-curricular programs.

Newcomers High School has several sources of instructional materials and technology that are used to support ELLS, including subgroups. For example, there are two computer rooms, two SmartBoards on each floor, and a library with bilingual materials and reference books for students to use.

In addition to having access to computer rooms, the library with many bilingual dictionaries and texts, students have bilingual textbooks and other resources in the various department offices. We also provide dictionaries in all the student languages as a support.

Materials in the library, the SmartBoard, computers and most texts are age and grade level appropriate. They are materials that are used in high schools everywhere and prepare students for life and success outside the classroom.

Extracurricular Programs: In addition to the Saturday and after-school intervention programs, the school actively seeks to identify students with literacy needs and provides extra instruction and encouragement to participate in them. Newcomers HS has several extra-curricular activities such as varsity sports teams and clubs to include basketball (boys and girls), coed varsity cricket (which took 1st place in the NYC PSAL 2008 and 2009 season), handball, soccer (boys and girls), swimming, tennis (boys and girls), and volleyball (boys and girls). The library and computer rooms are open after school for homework, research and school projects.

Other tools that assist teachers in identifying student with intervention needs include ARIS, ACUITY, and Daedulus, a program that displays student records. These online resources allow teachers to check student performance in other classes and on previously taken standardized exams as well as provide teachers with a forum to comment and provide feedback on student performance.

Newcomers HS faculty strategizes on how to best offer support in English language and content area to identified students , and design strategies to provide them with academic intervention. For example, two new initiatives have been developed in the past year: 1) Inquiry teams and 2) Common Planning time. In inquiry teams, teachers from various academic departments meet regularly (once a week) and discuss issues and students. Part of the inquiry process recently has been to select and follow the progress of individual students and their specific needs, to look into

particular skills or skill sets and how to teach them to students with specific needs, and to recommend possible individualized as well as programmatic solutions to address student needs. One of the goals of inquiry teams is to develop classroom-oriented or action plans to inform instruction.

Another program recently initiated at Newcomers HS is common planning. Teachers from the same discipline or different disciplines meet weekly to discuss students, curriculum, and other classroom-oriented needs. At these meeting, teachers also discuss student needs including individual student needs and recommend interventions, such as meeting individually with the student(s) in question, calling hone, planning courses of action, and so forth.

The program to assist new admits at NHS is called Orientation. Before beginning regular classes, students undergo orientation while awaiting clearing documentation, testing, and other requirements are being completed. During this orientation, students are provided with activities to acclimate them to the school life at NHS. Policies and other issues are explained in writing in student native languages. Bilingual teachers assist in ensuring that students have support to transition to school life in the U.S. and at NHS.

While NHS doesn't offer classes in foreign language per se, it does have Advanced Placement course in Chinese and in Spanish. Furthermore, it has a trilingual club called ChiSpa in which all students can participate but mainly Chinese and Spanish speaker work together to learn each other's language while learning and using English a kind of lingua franca.

E. Professional Development and Support for School Staff

The plan for professional development for all ELL personnel at Newcomers HS includes the following: On Professional Development days, teachers attended workshops on differentiated instruction across the programmatic and curricular plan, as well as using data as a tool to differentiate instruction. Teachers participate in workshops to use drama as a tool to stimulate critical thinking and to build language. Teachers also meet to plan curriculum for our seminar classes. On Election Day, for example, Newcomers HS has conducts professional development for teachers of Math, Science, Social Studies, Music and Visual Arts on how to teach content with rigor and differentiation. All subject area teachers attend workshops on incorporating technology into instruction to help them increase differentiation of instruction, improve research and writing skills, and to help students to meet NYS standards. ELA and ESL teachers also attend workshops facilitated by resident artists such groups as American Place Theater, and on topics such as infusing "Literature to Life" as a practice to foster listening and speaking in ESL classes and to reinforce the development of reading and writing skills.

Throughout the semester Newcomers High School uses Title I and Title III funds to provide teachers with a variety of other professional development workshops that address both the needs of the teachers as well as the needs and goals of the school. Each semester assistant principals survey the needs of teachers and of students to align the professional development with the instructional goals of the school and the respective department.

After a teacher survey is conducted, a decision is made to have a series of workshops that respond to the identified needs which will also move the school towards its goal of providing differentiated instruction and making learning accessible to all students while emphasizing the need to meet NYS standards. Sessions are assessed and added to ensure that Newcomers is a school of learners.

Last year, for example, funds were used to pay contracted vendors, such as Lincoln Center, the American Place Theater, and Teaching Matters to provide residencies in the classrooms with teachers to expand their teaching capacity. Many teachers attended a variety of workshops sponsored by the Learning Support Organization, Title IID, and the Department of Education. Especially important were the Q-Tel series of professional development for English-Language learners. Both ESL and content teachers attended these workshops and turn-keyed what they learned at department meetings.

New teachers are assigned a teaching buddy in their subject area and are mentored through the mentor program. These teachers work together to plan curricula and to answer the questions of new teachers.

The plan for professional development for all ELL personnel at Newcomers High School includes the following: On Professional Development days, teachers attended workshops on differentiated instruction across the instructional plan by developing curriculum maps, as well as using data as a tool to differentiate instruction. Teachers participated in workshops to use drama as a tool to stimulate critical thinking and to build language. Teachers also met to plan curriculum for our seminar classes. All subject areas teachers are offered workshops on incorporating technology into instruction to help them increase differentiation of instruction, improve research and writing skills, and to help students to meet NYS standards. ELA and ESL teachers are offered workshops facilitated by a resident artist from American Place Theater on infusing "Literature to Life" as a practice to foster listening and speaking in ESL classes to reinforce the development of reading and writing skills.

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

Examples of school-wide workshops presented during professional development days in 2010 include the following: On Tuesday, September 7, 2010: In the morning all teachers attended school wide workshops on: orientation of new students, and expectations of the instructional program at

Newcomers High School for teaching and learning. On Election Day, November 2, 2010 we intent to offer all our teachers training on interpreting data to inform the planning and implementation of curricula; we also intent to have a workshop on getting results with curriculum maps facilitated by Diane Giorgi, who is our resident staff developer. The Title I workshops focused on goals that had been developed and the topics were developed by surveying teachers and administrators. We intent to have series of monthly professional development sessions focusing on needs identified by teachers and AP through the observation process and instructional walkthroughs.

Professional development for school leaders includes the following 1- Math IIB for AP and lead teacher; 2- Teaching American History Project; 3- Leadership Training for APs; and 4- Workshops organized by the CFN.

G. Parental Involvement

The structures in place to ensure that parents understand program choices include having a full-time bilingual Parent Coordinator who is responsible for running the Parent Orientation Program and parent meetings at the school. In addition to showing informative videos and distributing materials in the various major languages, the Parent Coordinator telephones parents to keep them abreast of important news, the rights, programs, and progress of their children. School aides are also bilingual (Chinese and Spanish) and assist in helping parents when they come to register/enroll their children. Parent meetings are held regularly and are attended by teachers, aides or others who can translate. Some parents also are part of the School Leadership Team, the Parents Association, and other planning groups in order to keep the parent perspective in the planning of school policies and events. The Parent Coordinator, Mr. Duarte, provides Parent night activities. Saturday school programs include English classes for parents. Parents are represented on the School Leadership Team and the Quality Control Team.

Newcomers High School has several partnerships with agencies and community based organization to provide workshops and support to parents of ELL students.

Newcomers High School is a school that serves only ELL students and former ELLs. All of the parental involvement strictly includes the parents of ELL students. The parents are involved through our Parent Association Meetings which are conducted on monthly basis. During our P.A. meetings, the parents conduct parent association elections, which are instrumental in the selection the parental government body of the school. Also, it's during these monthly meetings, that the school communicates relevant issues to the parents concerning programming, guidance and college admission information through informative workshops and presentations. Since all of the parents come from diverse ethnic backgrounds and many of them are not fluid in English, we facilitate the meeting with simultaneous translating devices. In order to accomplish this, the school purchased an electronic system of radios and communication devices that allow the parents to receive the signals through different channels in various languages including Spanish and Chinese. The school hires interpreters to translate simultaneously the meeting from the English language into Spanish and Chinese. The fact that the parent coordinator and the team of guidance counselors are bilingual is of great benefit for our students and parents when it comes to disseminating information easily.

Another facet where Newcomers H.S. elicits parental involvement is through the School Leadership Team. The SLT has a participation of seven parents including the President, Vice-President, and the treasurer of the parents Association Committee. The SLT also conducts monthly meetings where critical components and decision making in regards to the Comprehensive Educational Plan (CEP) takes place. Many parents also participate of our Saturday Literacy Program where ESL classes and workshops on Health, and Immigration issues are discussed.

Newcomers H.S. incurs in partnerships with Community Based Organizations such as Queens Community House, which provides workshops to the parents during the Saturday Program and the Parents Association Meetings. The activities include providing ESL teaching, workshops on immigration issues, teaching parents how to read and comprehend the report cards and transcripts, graduation requirements, child abuse, how to access ARIS, ACUITY and other internet database with student's academic information i.e. Deadulus.

Newcomers High School makes effort to evaluate the needs of parents through several avenues. Parents complete the school survey in expression of their needs. Parents are also invited to meet with the School Leadership Team and are involved in other aspects of the school governance. As such, they exert influence in expressing their needs and those of their children at NEWCOMERS HIGH SCHOOL.

Part IV: Assessment Analysis

A. Assessment Analysis

In assessing NYSESLAT scores for Newcomers High School students, it is important to keep in mind that the test takes place in May, and between May and September as well as for the whole year the number of students entering and exiting is constantly changing. As a school with a large TBE program, a large number of students transfer out in June. In addition, a large number of students come into the school and continue to register everyday throughout the year. The school administers the LAB-R test to all new students admitted within ten days of their enrolling at NEWCOMERS HIGH SCHOOL.

The following table shows the Overall NYSESLAT Proficiency Results:

Proficiency Level	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Beginner (B)	107	130	8	0	245
Intermediate (I)	46	159	141	83	429
Advanced (A)	1	21	43	18	83
Total	154	310	192	101	757

The following table shows the NYSESLAT Modality Analysis:

Modality Aggregate	Proficiency Level	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Listening/ Speaking	Beginner (B)	61	90	4	0
	Intermediate (I)	70	167	104	22
	Advanced (A)	33	45	65	14
	Proficient (P)	2	7	19	15
Reading/ Writing	Beginner (B)	98	111	6	0
	Intermediate (I)	55	174	133	25
	Advanced (A)	2	20	44	23
	Proficient (P)	0	5	9	3

These results tell us several things. One is that students appear to develop listening and speaking skills somewhat before reading and writing. Another is that although we see students progressing in all areas as they progress through the grade levels, development of reading and writing skills appears to take more time.

The following table shows the performance of ELLs in the New York State Regents Examinations:

NYS Regents Examinations	Number of ELLs Taking Test	Number of ELLs Passing Test
Comprehensive English	240	101
Integrated Algebra	119	111
Geometry	130	79
Chemistry	61	41
Earth Science	113	87
Living Environment	123	118
Physics	18	18
Global History	327	166
United States History	197	165

The following table shows data on the Native Language Tests for ELLs scoring at each quartile:

Examination	Q1 (1-25 percentile)	Q2 (26-50 percentile)	Q3 (51-75 percentile)	Q4 (76-99 percentile)
ELE (Spanish Reading Test)	17	137	194	147
Chinese Reading Test	39	86	108	114

B. After Reviewing and Analyzing the Assessment Data

The NYSESLAT data reveal generally that as students progress in time at school and through grade levels, they score higher on the NYSESLAT modalities. Students for the most part who take the NYSESLAT in consecutive years tend to improve from beginner to intermediate and intermediate to advanced, and so forth. New admits tend to score at the beginner level on the LAB-R and NYSESLAT modalities. By the time, students progress up a grade and certainly, as they progress two grades, they tend to improve on NYSCESLAT scores. This indicates that students are improving in their language skills as they progress through the grades. However, there is a need to continue providing academic English support in the areas of Reading and Writing, as these areas seem to develop at a slower rate.

Results on the NYSESLAT are accessible to teachers in planning classes for ELLs, via DeaDalus, and ARIS. If a student scores at the proficient level, for example, it will affect which type of English class he or she will be in for the next term. On the other hand, when planning intervention programs for ELLs, the NYSESLAT scores in the specific modalities can provide information and insight into what individual students need. From a broader perspective, it is clear that providing students opportunities to develop a voice in speaking and listening seems to support academic development in reading and writing. With a view toward helping ELLs to progress through all academic modalities, it seems that we have to reading and writing academic development at the forefront and find ways to improve. On the other hand, the data suggest that it takes time for second language learners to catch up to grade level knowledge and language progress.

An analysis of student results and patterns across proficiencies and grades show that both the TBE and free-standing ESL programs have their strengths in providing learners with opportunities to continue developing academically while transitioning and developing English language skills. A noted trend observed with students in the bilingual program is that students score higher in subject area tests due to the ability to take the tests in their native language and being able to demonstrate their knowledge in their native language. We can see this trend across the curricula. Students in the free standing ELS classes are also making significant gains as an analysis of NYSESLAT modalities suggest. As TBE students are able to demonstrate their knowledge and skill in subject areas through Native Language support, they are gradually transferring their learning into English language and content learning.

Students who take Regents exams in their native language on average do better than they probably would, had they taken them in English at this point in their learning career. When students take tests in English, such as the ELA Regents exam, it is clear that language is still a barrier that prevents many from expressing their knowledge and skills. However, native language support continues to provide opportunities for learners to demonstrate knowledge and at the same time it gives them opportunities to transfer their conceptual and linguistic development in English. Use of the ELL Periodic Assessments to inform instruction through analysis student results and finding areas of weakness has enabled some teachers to gaining insights into various ways of assessing academic reading and writing and how to address it instructionally. Another benefit of the Periodic Assessments is that it gives meaningful feedback to students as well as to teachers.

The school is learning from the Periodic Assessments (as it has from analyzing NYSESLAT modalities) that ELLs need support in the academic areas of reading and writing. Furthermore, NHS is gaining insight about how learners need support, i.e., in particular skill areas and sets related to reading, writing, and answering multiple-choice items, as well as to other types of test-taking skills.

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.

Grade Level(s) 9-12 Number of Students to be Served: 1054 LEP 1011 Non-LEP 43

Number of Teachers 62 Other Staff (Specify) 4 guidance counselors, 4 assistant principals

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

At Newcomers High School we provide our students with ESL instruction in alignment with mandates from Part 154 of the New York State Education Department. For beginning levels of ESL we offer three units as per the state mandate. Part 154 mandates that students in intermediate ESL level receive two units of ESL and in the advanced level one unit of ESL. However, at Newcomers High School we provide our intermediate ESL students with three units of ESL, one additional unit over Part 154 mandate. At the advanced level we provide our students with two units of ESL, one additional unit over Part 154 requirement. In order to offer these additional classes, which are essential to support our students meet the ELA regents' examination, which is a requirement for graduation, we allocate funds from Title I and Title III. Title III will enable us to fund a 0.8 teacher to supplement ESL instruction in the intermediate and advanced level. In addition, students in our bilingual programs also receive an additional 180 minutes of instruction per week in an appropriate level Spanish or Chinese native language arts class. The curricula of the NLA classes parallel the NYS English Language Standards. Our entire instructional Program is based around a student-centered approach to teaching, and focuses on the development of critical thinking skills, language development across the disciplines as well as content mastery. Title III funding has enabled us to provide an After School Program (STAR) and a Saturday Program through which can receive additional academic support in all ESL and content areas. These programs both enrich and support our instructional program and are needed to help our students meet and/or exceed the NYC and NYS performance and learning standards.

After School Program: Additional academic support after school in all ESL and content areas classes from 9 to 12 grades. Monolingual and bilingual instruction is provided in the content areas. Classes meet 1 hour to 1:30 hours one or two times per week for 16 weeks. An average of 200 students is served according to their academic performance. Teachers participating in this program are licensed teachers. The Library will be open four days a week for one hour to offer homework help.

Saturday Program: Additional academic support in all ESL and content areas classes from 9 to 12 grades on Saturdays. Monolingual and bilingual instruction is provided in the content areas. There are two 1:30 hour sessions for 16 weeks. An average of 200 students is served according to their academic performance. Teachers participating in this program are licensed teachers. Both programs offer the students smaller class instruction and the opportunity for teachers to better tailor instruction to their needs.

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.

Professional development is on-going and takes place during the regular faculty and department meetings, after school and on designated Staff Development Days, through the new teachers’ program, and subject level committees. Teachers conduct workshops based on successful lessons and practices they’ve experienced. They also engage in “turn-key” training, sharing the strategies and techniques they’ve learned through attendance at “outside” conferences and workshops. Professional Development plans for the 2010-2011 school year are directed toward incorporating technology into the instructional program and furthering interdisciplinary initiatives. Topics planned include: Language Arts across the Disciplines, Interdisciplinary Connections, Language Development in the Bilingual Classroom, Technology in the Classroom, the Reading Process, Strategies for Independent Reading and Establishing a Community of Writers. One hour PD (Professional Development) and planning time is scheduled for teachers for six Saturdays.

Section III. Title III Budget

School: 30Q555 BEDS Code: 343000011555

Allocation Amount: \$151,920.00		
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)		
- Teachers – per session	\$ 54,906.01	<i>1104 hours of per session for ESL and General Ed teacher to support ELL Students: 1104 hours x \$49.89 (current teacher per session rate with fringe) = \$55,078.56</i>
- Supervisor – per session	\$ 6,592.00	<i>128 hours of per session for supervisor on Saturday Program and After School: 128 hours x \$51.50 = \$6,592.00</i>
- Teacher	\$ 79,130.34	<i>0.8 of teacher’s salary to support : \$79,130.34</i>

- Teacher Professional Development – per session	\$ 2,694.06	54 hours of per session for professional development for ESL and General Ed teacher: 54 hours x \$49.89 = \$2,694.06
- Supervisor Professional Development – per session	\$ 309.00	6 hours of per session for professional development for Supervisor: 6 hours x \$51.50 = \$309.00
- Teacher Parent Involvement – per session	\$ 6,385.92	128 hours of per session for a teacher to support parent involvement on Saturdays (4 hours) and keep the library open for students 4 hours a week: 128 hours x \$49.89 = \$6,385.92
- Teacher Trainer – per session	\$ 598.68	12 hours per session for a teacher trainer for professional development for 6 Saturdays: 12 hours x \$49.89 = \$598.68
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 311.99	Transparency, post-it paper, markers.
Transportation of Staff – Non contracted	\$ 992.00	160 metro cards for parents: 10 parents x 16 sessions x \$4.50 = \$720.00 Snack for parents: 16 sessions x \$17.00 = \$272.00
TOTAL	\$151,920.00	

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.
 - At registration parents complete a language survey to receive documents in their native language.
 - This data is then entered onto ATS.
 - Reports generated from ATS help us determine the number and types of languages needed.
 - Admit forms are then sent to the Translation and Interpretation Unit by the parent coordinator for translation and returned within a two week period.
 - The number of bilingual courses and bilingual staff members are determined by the number of pupils and their language needs.
 - Parents choose a bilingual or free standing ELL program for their child. .
 - Students are evaluated using the NYS Lab-R examination. Over 80% are found to be beginner level ELL's.
 - On the home language survey over 99% of the parents indicate that they speak a language other than English.
 - Other useful documents are also translated.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - After assessing the ATS data we found that the predominant language was Spanish, following with Mandarin.
 - We hired bilingual staff principally in Spanish and Chinese and others teachers who speak Bengali, Haitian Creole, Polish, French, and many other languages reflective of the student population.
 - Three Guidance Counselors are fluent in Spanish; other staff members are available when needed in Bengali, French, Polish, Haitian Creole, Korean, Japanese and others.
 - Findings are reported to the school community through the School Leadership Team.
 - The school provides translators for members of the School Leadership Team.

Part B: Strategies and Activities

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$604,078	\$13,589	\$617,667
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 6,041	\$ 136	\$ 6,177
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 30,204	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 60,408	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.2%
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.
- Identified teachers are encouraged to qualify for HOUSSE certification. A letter has been sent to each teacher informing them of the funding available to assist them in becoming qualified and informing them of the process to qualify for such funding.

* 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.

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.

Newcomers High School Title I Parent Involvement Policy

Newcomers High School Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, of our student population, which is 100% English Language Learners. Newcomers High School, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, implements a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Newcomers High School 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 meetings, and events. Newcomers High School supports 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., information on academic tutoring in ESL, math, science and social studies; attendance policy, Dial-a-Teacher for homework support, lending library program for parents, which includes books and DVDs.);
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; (e.g., workshops on parenting to best support students academic habits at home, workshops on the

college admission process , providing parents with a list of teachers' email and contact information to foster direct communication between parents and teachers)

3. fostering a caring and effective partnership between parents and the school to ensure that parents can effectively support and monitor their child's progress by providing them with training on the use of ARIS, and of the school website, including links to teachers' pages which contain homework help, curriculum outlines, activities and materials.
4. providing assistance to parents in understanding City, State and Federal standards and assessments (workshops on regents examinations and graduation requirements)
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand (we encourage our parents to access the school's website, which contains an array of information about academic and support programs). The school has recently upgraded the system of communication from Phone Master to School Messenger, which provides simultaneous translation in the home language.
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;
7. providing written and verbal progress reports that are periodically given to keep parents informing them of their children's progress (we mail intervention letters to parents of students who are underperforming academically to encourage them to attend after-school and Saturday tutoring programs. For parents who qualified for NCLB SES support, students are referred to individualized tutoring.
8. We have developed and we distribute a monthly newsletter, and a website designed to keep parents informed about school activities and student progress;
9. In School Leadership Team meetings we 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;
10. Our Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator organizes workshops based on the assessed needs of the parents of children who attend our school and works to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities planned for parents each month and files a report with the Central Office for Family Engagement and Advocacy (OFEA); The parent coordinator maintains the school's website to disseminate information to parents;
11. We translate all critical school documents and provide interpretation during meetings and events as needed, including providing parents with a simultaneous translation device during Parents Association meetings, as well as during School Leadership Team meetings.

□ Newcomers High School agrees to implement the following statutory requirements:

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

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

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

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

Newcomers High School: Parent Involvement Policy and School-Parent Compact

Newcomers 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. Newcomers 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.

School Responsibilities:

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

- using academic learning time efficiently;
- maintain a school environment of respect for all regardless of cultural, racial, national origin, gender, sexual orientation, and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *provides information to parents in the home language*

Support home-school relationships and improve communication by:

- fostering a nurturing and effective partnership between our school and the parents to provide our immigrant students with support and high expectations for achievement in their new country;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Providing materials and training to help parents work with their children to make academic progress. This year we distributed the DOE's Guide to NYC Public Schools ;
- convening a Title I Parent Annual Meeting early in the fall semester for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- *foster use of school's website to access extensive information about meetings, academics, and support services.*

Provide parents reasonable access to staff by:

- maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide training to all parents on accessing ARIS link to monitor student academic performance;
- planning activities for parents during the school year to maximize engagement and participation in school life (e.g., Open School Conferences, Multicultural Festival, International Food Festival);
- Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- *Providing parents with a list of faculty emails and phone extensions to promote direct communication between parents and teachers.*

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- using the School Messenger system to call and send emails to all parents informing them of school events and relevant information about their children, including opportunities for AIS for students with low academic performance;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- issuing and mailing "Progress Report" letters every marking period to inform parents of their children's areas of academic improvement;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- *providing them with workshops and trainings on relevant topics for our school community (e.g. immigration, health insurance, orientation to New York City, community resources)*

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;
 - *Volunteer to serve in the boards of the Parents Association and the School Leadership Team.*

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- participate in academic support opportunities and activities (e.g. After-School program, Saturday Program, SES Programs, Athletics Program, Arts Programs, Community Service Programs);
- adhere to the dress code of Newcomers' High School;
- restrain from using personal electronic devices that distract instruction (including ipods and cell phones);
- behave appropriately and follow school protocols during school wide events such as: school trips, arts and cultural events, student assemblies, sports and athletic events, evacuation drills, fire drills, shelter drills, and lock down drills.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the SLT, the Parents' Association, and Student Government during October, 2010.

This Parent Involvement Policy was updated in September of 2010.

The final version of this document will be distributed to the school community in Parents Association meetings, and Student Government meetings throughout the 2010-2011 school year, and will be available on file in the Parent Coordinator's office.

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

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

- The school will provide assistance to parents of children served by the school, as appropriate, by taking action as described in this paragraph “the State’s academic content standards; the State’s student academic achievement standards; the State’s and local academic assessments including alternate assessments; the requirements of Title I, Part A: how to monitor their child’s progress and how to work with educators.”
- The School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, providing Parent workshops and courses dealing with computer training
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Providing teachers with information regarding the most effective techniques in involving parents through respectful conversations.
 - Teachers’ DOE email addresses will be provided for parents so to increase communication between parents and teachers.
 - Teachers websites will be added to the school website for parents to review instructional support provided to students.
 - Parents are given the telephone number of the Parent Coordinator so that parents can make appointments to talk to other school personnel, teachers and Guidance Counselors.
 - The structures in place to ensure that parents understand program choices include having a full-time Parent Coordinator (Mr. Eduardo Duarte) who is responsible for running the Parent Orientation Program and parent meetings at the school. In addition to showing informative videos and distributing materials in the various major languages, the Parent Coordinator telephones parents to keep them abreast of important news, the rights, programs, and progress of their children. School aides are also bilingual and assist in helping parents when they come to register/enroll their children. Parent meetings are held regularly and are attended by teachers, aides or others who can translate. Some parents also are part of the School Leadership and other planning groups in order to keep the parent perspective in the planning of school policies and events.
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
 - School letters are translated and ELL students are provided with native language letters of school events.
 - Translation services information is posted in the school lobby in the appropriate native languages

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

English Regents – We have continued to individualize further instruction for at risk students by adding AIS classes in English and Mathematics in the daily programs of struggling students. We have organized 1-hour weekly seminars reinforcing the development of academic language while also providing advisory on adolescent development and guidance issues. We also formed a seminar class to supplement this class. We also formed focused ESL/AIS classes for students who, based on the data, underperformed in ESL courses. We created Pupil Intervention Plans for students who had repeated the beginner level ESL classes more than twice. We also provide struggling students with a Saturday tutorial and after-school tutorial programs. The school also established a highly successful Peer Tutoring program during the lunch periods. We have provided at risk male Latino students with a Spanish language class to support them with academic skills development and youth development support.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The objective of our Academic Intervention Services plan is to evaluate data to design ongoing instructional support for at risk and struggling students through the regular academic program as well as through supplemental programs with the goal of meeting New York State Regents requirements for graduation.

- 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.
 - Our after-school tutorial program is offered to students on everyday of the school week from 3:10 to 4:40 PM. Teachers work with students in small group settings. In ESL groups teachers and students, using an interactive model share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes.
 - Our Saturday Literacy Program enables students to enhance, enrich, and extend literacy, science, global studies, US history and mathematics strategies acquired during the daily and after-school programs. During the Saturday Literacy Program, students develop in-depth content knowledge that is inquiry-based around themes/topics taught throughout their entire instructional program. Students will be involved in projects that require them to discuss ideas (language/listening development). Students will work in various learning settings; i.e., paired, small groups, or individually. They will do extensive reading to develop schema around specific topics.
- o Help provide an enriched and accelerated curriculum.

We plan to address the needs of many beginning level ESL students who fail and must repeat L1R/L1T. The courses will be designed to help students develop a foundation and strengthen their language skills sufficiently to be able to succeed in beginner ESL. Initial curricula for these courses are being developed. Curricula will be further developed and refined as the needs of this

particular group of students become more apparent. The target group will be new incoming students who have had very little exposure to English as well as students with literacy issues in their native languages. Students will be identified through the registration process as well as through placement tests given during Orientation.

- Meet the educational needs of historically underserved populations.

An examination of the data indicates that 100% of Newcomers' students entered the school as newly arrived immigrants speaking little of no English. Approximately 90% are English-language learners, with approximately 10% who have achieved proficiency level on the NYSESLAT. Many come from countries where the academic preparation and level of achievement are quite different from the educational system in the United States. Over 72% of our students are low income.

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

Newcomers High School was created to serve the needs of English-language learners who are considered at risk of not meeting NYS standards and its students consist of 100% ELL's or former ELL's. For one of our sub-groups we have established a Native Language Writing class that helps students to learn writing skills that can be transferred to English. We also address social and cultural issues in this class.

- Are consistent with and are designed to implement State and local improvement, if any.

The school also has a Virtual Enterprise class to prepare students for the world of work by giving them the verbal, social and computer skills they would need in a business environment.

3. Instruction by highly qualified staff.

We promote among currently certified teachers to obtain their bilingual extensions, and to get certification in Earth Science. Many ESL teachers received their English certifications to be able to teach our ELL's who have achieved proficiency status in the NYSESLAT exam. Lead teachers have been identified and serve as turnkey trainers. Teachers attend seminars and professional development programs to meet state requirements.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional development is provided during department conferences and PD days in the areas of using data and technology, differentiated instruction, bilingual instruction and language acquisition throughout the year.

New Teacher Mentors:

Induction support for new teachers includes: A mentor teacher, a new teacher workshop during the seminar period, and a teacher's resource center.

Professional Development:

This year we are inviting Lincoln Center Theater, Repertorio Espanol, and the American Place Theater to provide residencies in ESL and NLA classes. The program includes: incorporating theater as an instructional language acquisition strategy, development of teaching and

learning strategies by teachers and resident artists, after-school workshops for teachers to incorporate “literature to life” practices in curriculum maps.

The following activities have also been included in this year’s professional development. Lehman Writing Project: The school will focus on differentiated instruction in the classroom to increase the effectiveness of instruction and student learning and engagement.

Election Day Professional Development: Using data as a tool for differentiated instruction; language acquisition strategies in the content areas; integrating literature to life in ESL; use of technology in science and math instruction.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Accept and train student teachers and maintain a professional relationship with colleges and universities.
 - Interview candidates from the Teaching Fellows program.
 - Attend City-wide hiring fairs.
 - Offer much support to the new teacher through the mentoring program, buddy-teacher program and our new teacher workshops.
6. Strategies to increase parental involvement through means such as family literacy services.

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

At Parent-Teacher conferences further information is distributed. We send translated versions of all letters and documents to parents. This year, through Title I Parent Involvement funding we are offering Saturday classes for parents in ESL and how to use computer technology to explore the school’s website, e-mail, to search for job opportunities, and resume writing.

7. 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 select representatives to serve in the School Leadership Team. In regular monthly consultative committee meetings, teachers selected by the chapter to represent all academic departments, and school administrators and supervisors discuss instructional, administrative and community issues and set action plans to address ongoing school needs. Assistant principals consult with teachers in their departments to organize professional development and frame departmental goals and objectives.

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. We are focusing on the following AIS intervention programs to improve these results:
- We have added AIS classes in ESL and Math to the day programs of students who have been in the *school three or more years*.
 - We have created AIS seminars for at risk students to provide them with ESL academic support and guidance advisory
 - We identify students in the cohort, and program them to have an additional AIS classes in their regular schedule if they were in need of additional support. For those unable to be programmed, we created Students not attending receive phone calls home, made by both staff members and the automated dialer in the evenings and on weekends.
 - Guidance counselors conduct interviews with students in the cohort, and with their parent, to sign academic performance contracts.
 - A Math Peer Tutoring Program was established during the lunch periods to provide help additional academic support.
 - The After-School and Saturday Program provide all students with supplemental tutoring. At risk students are referred by school counselors and teachers to attend these programs, and received certificates of participation.
 - SES providers provide tutoring at home, in school, and on line to Title I at risk students who qualified for supplemental tutoring.
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.

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

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

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

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

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

Most, if not all, Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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 Schoolwide 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 Schoolwide 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 schoolwide 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 Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that 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.	Page #(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	✓			\$604,078.00	✓	
Title I, Part A (ARRA)	Federal			N/A			
Title II, Part A	Federal			N/A			
Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal			N/A			
Tax Levy	Local	✓			\$4,218,796.00	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide 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 – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **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.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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: In Corrective Action – Year 2 **SURR³ Phase/Group (If applicable):** Not 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.

The specific issue that caused the school to be identified is that the school serves only newly arrived immigrants who speak little or no English. 100% of our students are English Language Learners and research shows that, on average, it takes a person 5-7 years to become academically proficient in a new language. This means that our student population of all immigrant ELLs faces the challenge of passing the ELA regents examination and the expectation of graduation in four year in great disadvantages by comparison with main-stream student population. Our school did not meet AYP in ELA in 2006-2007, 2008-2009 for all students; and did not meet graduation AYP in 2007-2008 and 2009-2010.

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.

See appendix 1

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

School Under Registration Review (SURR)

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.

This year we are continuing to engage theater organizations to work with our teachers in incorporating drama as an strategy to improve writing, listening, and speaking proficiency. Some of the organizations we have invited are: Lincoln Center Institute (LEAD program: Learning English and Drama), the American Place Theater and Repertorio Espanol to provide residencies in the school. They will instruct and assist teachers in the implementation of student-centered strategies and help to infuse the arts as an instructional methodology into all areas of the curriculum. The funds will help us to assist teachers specifically where needed, such as in the use of technology, language-acquisition, and interdisciplinary techniques.

Our school's staff developer and teacher trainer Diane Giorgi will facilitate a series of professional development through The New York Writing Project (Lehman College) running for two semesters with 9 sessions of 2 hours each session. It will focus on developing effective strategies for ELLs in all subjects while integrating the common core standards and fostering the use of effective assessment in the classroom to improve student academic performance. Ms. Giorgi also supports teachers every Tuesday and holds Lunch and Learn meetings open to all faculty members using Critical Friends Protocols to look at student and teacher work.

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

Smart board Training : Teachers will explore in more depth SMART Notebook software's interactive capabilities to make learning come alive. Learn how to create engaging activities with a variety of interactive lessons, templates and Galley items using Drawing Tools, Gallery content, and adding links within a SMART Notebook lesson. After this professional development course, you can create interactive SMART Notebook activities that increase student engagement and support your students' diverse learning styles.

Math Curriculum: Math teachers will review the AIS Math curriculum, analyze the Acuity Assessment Data, select a goal/objective for AIS group of students, and set up strategies to improve goal/objective.

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

New teacher support:

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

Buddy Mentor Program:

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

Mentoring Program:

Our mentoring program adheres to the DOE mentoring policy. In prior years, new teachers have received two hours a week support and instruction from two highly certified and experienced teachers in their subject areas.

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.
 - Parents were notified in writing in the 8 recognized languages
 - Letter backpacked home
 - Letter mailed home
 - SLT Meetings and Parent Meetings
 - The meetings are conducted in English with translators performing a simultaneous translation utilizing translation devices; parents listen to simultaneous translations via head sets.

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.)

We have **158** Doubled up; 12 in a Temporary Living Situation; 9 in a Shelter. 12% of our population is "homeless"

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

STH funds will be used in accordance with NYSED STH guidelines for identified students. These supports will include but are not limited to:

Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the following:

- The purchase of school supplies, emergency basic hygiene items, eyeglasses, book bags, school uniforms, and metro cards.
- Open access after school to the library
- Open access to after school to the computer rooms,
- Per-session funds will be utilized for school counselors to provide follow up to ensure students and families are taking advantage of all services provided.

In addition to the aforementioned use of STH funds, our school also continues a partnership with Ameri-Group to ensure all students have medical insurance. We have also formed a partnership with Community Healthcare Network and have created a working viable space for an on-site dental clinic to provide STH students with routine dental check up screenings and cleanings: as well with the medical network to refer the students and their families, with little or no cost to them. However, STH funds will not be used to defray costs related to graduation or any other items that do not fall within the NYSED guidelines for use of STH funds.

Part B: FOR NON-TITLE I SCHOOLS

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

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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Newcomers High School					
District:	30	DBN:	30Q555	School		343000011555

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		91.1	89.2	91.5
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		81.3	69.3	72.5
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	99	209	244		73.4	86.9	86.6
Grade 10	392	387	510				
Grade 11	364	258	222	Students in Temporary Housing - Total Number:			
Grade 12	9	61	70	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	0	0		22	75	149
Total	864	915	1046	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					313	240	397

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	0	0	0	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	0	0
Number all others	0	0	0				

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	617	727	TBD	CTE Program Participants	N/A	20	24
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	159	173	TBD
# ELLs with IEPs	0	0	TBD
Number of Teachers			
	64	66	61
Number of Administrators and Other Professionals			
	16	14	13
Number of Educational Paraprofessionals			
	0	0	0

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
	300	262	488	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.9	81.2	88.5
				% more than 5 years teaching anywhere	67.6	69.6	75.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	87.0	93.4
American Indian or Alaska Native	0.1	0.2	0.2	% core classes taught by "highly qualified" teachers	92.2	98.1	97.7
Black or African American	4.6	4.4	5.4				
Hispanic or Latino	57.1	52.1	45.3				
Asian or Native Hawaiian/Other Pacific	31.9	38.7	44.6				
White	6.3	4.2	4.4				
Male	54.5	53.9	54.2				
Female	45.5	46.1	45.8				

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	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			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					

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	v	64
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	-
Multiracial						
Students with Disabilities						
Limited English Proficient				X	v	
Economically Disadvantaged				X	v	
Student groups making				1	5	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	WD
Overall Score:	80.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	13.7	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:	25	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	38.8		
<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

**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 30	School Number 555	School Name Newcomers High School
Principal Orlando Sarmiento		Assistant Principal John Perlaza, A.P. Sci/Math	
Coach Rafael Rodriguez, AP		Coach	
Teacher/Subject Area Mariel Dinan/ESL		Guidance Counselor Oscar Alfonso	
Teacher/Subject Area Alexandra Tselepi/ESL		Parent	
Teacher/Subject Area Michael Kastner/ ESL		Parent Coordinator Eduardo Duarte	
Related Service Provider		Other	
Network Leader Vivian Selenikas		Other	

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	23	Number of Certified Bilingual Teachers	7	Number of Certified NLA/Foreign Language Teachers	7
Number of Content Area Teachers with Bilingual Extensions	7	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	6

C. School Demographics

Total Number of Students in School	1054	Total Number of ELLs	1011	ELLs as Share of Total Student Population (%)	95.92%
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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 enroll at Newcomers High School (NHS) because they are recently arrived immigrants are administered the Home Language Survey (HLIS) and the Language Assessment Battery-Revised (LAB-R) to determine their ESL status and eligibility for ESL and/or bilingual services. Parents/Guardians complete the HLIS in the main office. Office staff, the parent Coordinator (Mr. Duarte), office staff, and bilingual educators are available to assist in answering questions and informally interviewing the new admit in English and the native language. Two educators/ ESL teachers are responsible for LAB-R and Spanish LAB testing (Mariel Dinan and Alexandra Tselepis), who ensure that LAB-R tests are administered to all new admits within ten days. All ELLs are subsequently evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT).

Each semester as part of program planning LAB-R coordinators, the ESL assistant principal, and the program chair review the NYSESLAT scores of students to determine continued eligibility for services, and as a general guide to assist in the placement of students in particular classes. Students who score "Proficient" on the NYSESLAT are placed in regular English classes. LAB-R coordinators, ESL assistant principal, and parent coordinator organize the distribution of Entitlement Letters. Entitlement Letters are sent to all parents in various native languages annually.

In addition to having a Parent Coordinator, Mr. Eduardo Duarte, Newcomers High School has six bilingual certified teachers, and several teachers who speak languages such as Spanish, Chinese, Bengali, Russian, Korean, French, Portuguese, Japanese, and other languages. These teachers assist in explaining programs choices to parents in their native language. The Parent Coordinator also distributes printed NYCDOE materials in these various languages and shows the video describing the three programs in order to inform parents of their options. Since NHS has only two of the three types (TBE and ESL), if a parent requests a dual language program, other schools with such programs are recommended. Parents also have the option of opting out of the bilingual program through filling out the appropriate form.

Parents complete documents such as Parent Survey and Program Selection during enrollment of students in the school. NHS provides an "orientation" the first five days of school for ELLs in which policies and required materials are completed.

After students have been identified as ELLs by using the HLIS, Parent Survey and Program Selection forms, the LAB-R, as well as an in-house placement test they are placed in the appropriate level of ESL instruction. A math placement is also administered in the student's native language. The Spanish LAB is also administered to Spanish speakers. All of these tests and forms are completed within the first few days of school either over the counter or in orientation. If a student's parent selects the Spanish or Chinese bilingual program, students will be programmed and receive classes in the appropriate language in addition to having the state mandated number of hours of ESL instruction.

After a review of the Parent Surveys and Program Selection forms for the past three years, and since NHS is a school TBE and ESL designated for newly arrived immigrants, it was observed that a large majority of parents select the Transitional Bilingual Program (either Chinese or Spanish) with ESL services, and that these programs are aligned with parent requests.

It can be observed by looking at student schedules that the students whose parents requested TBE services are taking some of their subject area classes in their native language. Additionally, Native Language Arts classes are available to and are attended by TBE students. Five students opted out of the bilingual classes, and those students as well as all other ELLs at NHS, they will receive state mandated ESL classes for long as they are eligible.

In addition to following state mandated protocol for identifying and placing students in appropriate programs through the HLIS, administering the Parent Survey and Program Selection form, and viewing the video for parents that explains the choice of programs in several native languages, the parent coordinator sends letters and updates to parents. Furthermore, the parent coordinator hosts several programs that invite parents to come in to school to learn about what programs and services are available for their children as well as to make a better liaison with them and the community. These hosted programs include providing translation by bilingual teachers and aides to ensure that parents can express their concerns and make informed decisions related to their children's education. Paste response to questions 1-6 here

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>										152	391	170	40	753
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										94	111	40	13	258
Push-In														0
Total	0	0	0	0	0	0	0	0	0	246	502	210	53	1011

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1011	Newcomers (ELLs receiving service 0-3 years)	915	Special Education	
SIFE		ELLs receiving service 4-6 years	96	Long-Term (completed 6 years)	0

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	671			82			0			753
Dual Language										0
ESL	244			14			0			258
Total	915	0	0	96	0	0	0	0	0	1011

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										99	222	113	20	454
Chinese										53	169	57	20	299
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	152	391	170	40	753								

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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:	Hispanic/Latino:
Native American:	White (Non-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										1	3	2	5	11
Chinese										0	4	6	3	13
Russian										1	5	3	1	10
Bengali										21	25	9	1	56
Urdu										2	6	0	0	8
Arabic										6	8	2	2	18
Haitian										5	4	0	1	10
French										10	12	3	7	32
Korean										0	5	0	0	5
Punjabi										1	1	2	0	4
Polish										1	7	3	0	11
Albanian										1	0	0	1	2
Other										13	36	22	7	78
TOTAL	0	62	116	52	28	258								

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.

Newcomers High School (NHS) is a school that services the needs of recently arrived immigrants to the United States. It is designated as a Transitional Bilingual Education (TBE) school. Requirements for students to enroll in the school include that they are in the U.S. less than one year. For most students, except for a small number who transfer from middle school, NHS is their first school in the U.S. Therefore, all students at NHS are ELLs or former ELLs.

There are two major instructional programs at NHS. One is the Transitional Bilingual Program (TBE), which includes two language sub-groups: Spanish and Chinese. The other program is the Free-Standing ESL program for ELLs who do not require or request TBE. Programming of students is done using a block model. This ensures that all ELLs get state mandated numbers of minutes of instruction and allows for the grouping of students by proficiency level. There is no dual language program at Newcomers. All ELLs (regardless of whether they are in the TBE or Free-standing ESL program) are tested and placed in an appropriate ESL level to receive the state mandated minutes of instruction in ESL classes. In many cases, students receive beyond the state mandated numbers of minutes of ESL instruction. All ESL classes at NHS are self-contained and taught by fully certified ESL teachers.

ESL classes at NHS are self-contained and programmed according to state mandates to allow at least 540 minutes per week for Beginning ELLs, 360 minutes per week for Intermediate ELLs, and 180 minutes per week of ELS plus 180 minutes per week of English Language Arts (ELA) for Advanced ELLs. Classes are arranged by ESL levels from Levels 1 and 2 for beginning and upper beginner ELLs respectively, levels 3 and 4 for lower and upper intermediate levels respectively, and levels 5 and 6 for advanced ELLs respectively. Furthermore, each level of class in beginning and intermediate levels includes two English classes by different certified ESL teachers: One class is designated the "R" class and consists of six periods of 65 minutes, totaling 390 minutes and focuses on language arts. The other class is designated the "T" class and consists of three periods of 65 minutes each, totaling 195 minutes and focuses on English literacy. Both classes include instruction the modalities (reading, writing, speaking, listening, and critical thinking) in English. Advanced level ELLs also receive two English classes that concentrate on the four modalities, with an emphasis on ELA, the English Regents, and college prep.

The Transitional Bilingual Education (TBE) programs at Newcomers support English language learning in several ways. The purpose of the Transitional Bilingual Education (TBE) programs is to provide students with native language support to improve intellectually while they continue to develop their English language proficiency. The idea is that they will transfer academic, conceptual, and other skills acquired in their native language to academic and conceptual development in English as their second language as they develop English language skills. Since most students are recent arrivals to Newcomers, the amount of English use in a classroom depends on students' English proficiency; however, it increases gradually as proficiency increases, following the NYS recommended guidelines of 60% native language to 40% English for beginners; 50-50% for intermediate learners; and 25-75% native language to English language use for advanced learners. For example, in a class of all new arrivals, although new concepts may be introduced in English, ESL beginner students are allowed to use their native language as a means of accomplishing a task. English is used 40% of the time as required by NYC Department of Education, and each lesson includes a linguistic summary in English. As the year progresses and student English proficiency increases, the amount of English used in instruction and in class activities increases accordingly.

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

Teachers in the bilingual programs, use a diverse variety of strategies and techniques to help students develop English competence. These strategies include, differentiated instruction, scaffolding instruction, encouraging students to read, write, speak, listen, and think critically in both their native language and English. The goal is to transfer conceptual and academic as well as communicative skills from their native language stock of knowledge into English as their second language. An important teaching goal is to have students pass the NYS Regents in English; therefore, instruction is guided by the NYS standards and aimed at passing the English as well as other Regents exams. For example, students are taught how to read and write critically, analyze data, discuss literary elements, take a position and defend it using evidence from a text or elsewhere, and so forth. Additionally, all bilingual program students receive ESL and ELA instruction as required by CR-Part 154.

The Spanish TBE program offers Spanish-speaking students Native Language Arts (NLA) Spanish in Levels 1-8. Language and Literature Advanced Placement Spanish classes are also offered. Subject area Regents classes in 1st and 2nd year Earth Science, Global History, and 1st year U.S. History are available.

Newcomers offers Spanish Math A Regents prep classes in Levels I-III and Math B Regents prep classes in Levels I and II.

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

The means of instruction in the Freestanding ESL Program at Newcomers includes a broad range of ESL teaching methodology. Several strategies and techniques are utilized to make language and content-based learning comprehensible to learners. These strategies include

using differentiated and integrated instructional techniques, such as having content as well as linguistic objectives for each class, using scaffolding concepts (graphic organizers, writing templates, pre-learning, during-learning, and post-learning activities, small group and pair work), activating prior knowledge, linking new learning to past, reinforcing key terms and vocabulary (word walls, note-taking techniques, keeping journals), highlighting functional language in context, adapting materials to make them more comprehensible, promoting critical thinking skills, providing summaries of lessons, using outlines, bringing realia to class, using technology in the classroom (the Internet, SmartBoards, overhead projectors), using collaborative and cooperative learning activities (including various forms of group work), providing students with opportunities to use the language for meaningful exchange and negotiation of meaning, using hands-on activities, using technology and visual as well as aural materials, using demonstrations, practicing language, encouraging students participation and present information in class (presentations), completing projects (project-based and thematic activities), doing Constructivist type reading and writing activities (using reading strategies, e.g., prediction, questioning the text, making connections, visualizing, predicting, summarizing) and other meaningful, relevant, and engaging tasks. The free-standing ESL program classes are self-contained and taught by certified ESL teachers who are trained in using an array of second language teaching methods and techniques.

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

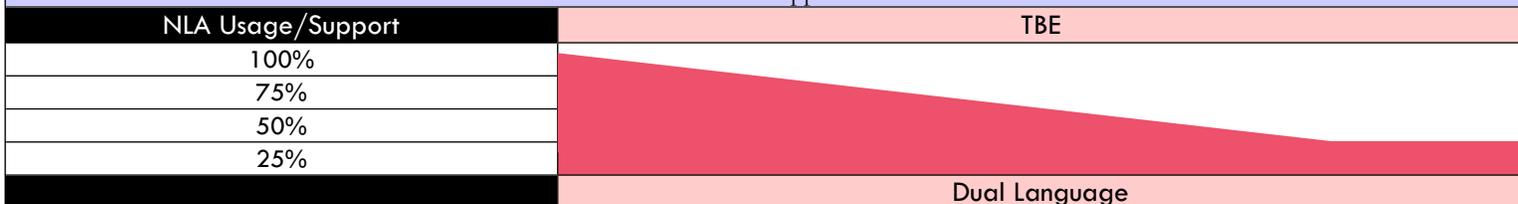
NHS also offers several College Now classes in partnership with LaGuardia Community College (CUNY) and include the following courses currently: Basic Writing, Basic Math, Introduction to Statistics, Speech and Communication, Drawing (Fall), Painting (Spring), Introduction to Film (Spring), and Critical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

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.



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Newcomers High School provides instruction for all ELLs through block programming and in self-contained classes to ensure compliance with CR Part 154, i.e., to provide 540 minutes of ESL instruction for beginners, 360 minutes for intermediate, and 180 minutes for advanced ELLs and other time and instructional mandates for NL support and other NLA instruction. ELL students receive a minimum of eight (8) periods of instruction as mandated by NYSED stature.

Although Newcomers currently has no SIFE students, it has identified students who need literacy and academic help. The After School program provides extra help and enrichment opportunities in the form of peer- and teacher-tutoring and small group work. It runs Tuesdays through Fridays. The Saturday Program offers literacy development and runs from 08:00 – 12:00 during the semester. Both programs provide enrichment, test prep, and opportunities to work in smaller groups to get needed help. The After-school and Saturday Programs are funded with the Title III grant.

In addition to offering after-school and Saturday programs to long-term ELLs, Newcomers High School provides several intervention

programs and classes, such as Regents prep, writing classes, peer tutoring, and other extra classes.

Newcomers High School does not have any ELLs that have been identified as having special needs.

For students who have scored “P” on the NYSESLAT, Newcomers High School offers mainstream English courses that include ELA content similar to that taught in non-ESL curricula, including college prep, SAT prep, and other advanced learning opportunities, and transitional support.

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

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

Newcomers High School also offers several Advanced Placement courses in calculus, United States Government and Politics as well as in Chinese Language, French Language, Spanish Language, and Spanish Literature.

All students at Newcomers High School are ELLs or former ELLs. As such, all programs are designed with their specific needs in mind, and all students have equal access to the curricular and extra-curricular programs.

Newcomers High School has several sources of instructional materials and technology that are used to support ELLS, including subgroups. For example, there are two computer rooms, two SmartBoards on each floor, and a library with bilingual materials and reference books for students to use.

In addition to having access to computer rooms, the library with many bilingual dictionaries and texts, students have bilingual textbooks and other resources in the various department offices. We also provide dictionaries in all the student languages as a support.

Materials in the library, the SmartBoard, computers and most texts are age and grade level appropriate. They are materials that are used in high schools everywhere and prepare students for life and success outside the classroom.

Extracurricular Programs: In addition to the Saturday and after-school intervention programs, the school actively seeks to identify students with literacy needs and provides extra instruction and encouragement to participate in them. Newcomers HS has several extra-curricular activities such as varsity sports teams and clubs to include basketball (boys and girls), coed varsity cricket (which took 1st place in the NYC PSAL 2008 and 2009 season), handball, soccer (boys and girls), swimming, tennis (boys and girls), and volleyball (boys and girls). The library and computer rooms are open after school for homework, research and school projects.

Other tools that assist teachers in identifying student with intervention needs include ARIS, ACUITY, and Daedulus, a program that displays student records. These online resources allow teachers to check student performance in other classes and on previously taken standardized exams as well as provide teachers with a forum to comment and provide feedback on student performance.

Newcomers High School faculty strategizes on how to best offer support in English language and content area to identified students , and design strategies to provide them with academic intervention. For example, two new initiatives have been developed in the past year: 1) Inquiry teams and 2) Common Planning time. In inquiry teams, teachers from various academic departments meet regularly (once a week)

and discuss issues and students. Part of the inquiry process recently has been to select and follow the progress of individual students and their specific needs, to look into particular skills or skill sets and how to teach them to students with specific needs, and to recommend possible individualized as well as programmatic solutions to address student needs. One of the goals of inquiry teams is to develop classroom-oriented or action plans to inform instruction.

Another program recently initiated at Newcomers High School is common planning. Teachers from the same discipline or different disciplines meet weekly to discuss students, curriculum, and other classroom-oriented needs. At these meeting, teachers also discuss student needs including individual student needs and recommend interventions, such as meeting individually with the student(s) in question, calling hone, planning courses of action, and so forth.

The Orientation Program was designed to assist and ease the transition of new admits into the school . Before beginning regular classes, students undergo orientation while awaiting clearing documentation, testing, and other requirements are being completed. During this orientation, students are provided with activities to acclimate them to the school life at NHS. Policies and other issues are explained in writing in student native languages. Bilingual teachers assist in ensuring that students have support to transition to school life in the U.S. and at NHS.

While Newcomers High School does not offer classes in foreign language per se, it does have Advanced Placement course in native languages such as French, Chinese and in Spanish. Furthermore, it has a trilingual club called ChiSpa in which all students can participate but mainly Chinese and Spanish speaker work together to learn each other's language while learning and using English a kind of lingua franca.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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.

The plan for professional development for all ELL personnel at Newcomers HS includes the following: On Professional Development days, teachers attend workshops on differentiated instruction across the programmatic and curricular plan, as well as using data as a tool to differentiate instruction. Teachers participate in workshops to use drama as a tool to stimulate critical thinking and to build language. Teachers also meet to plan curriculum for our seminar classes. On Election Day, for example, Newcomers High School has conducted professional development for teachers of Math, Science, Social Studies, Music and Visual Arts on how to teach content with rigor and differentiation. All subject area teachers attend workshops on incorporating technology into instruction to help them increase differentiation of instruction, improve research and writing skills, and to help students to meet NYS standards. ELA and ESL teachers also attend workshops facilitated by resident artists such groups as American Place Theater, and on topics such as infusing "Literature to Life" as a practice to foster listening and speaking in ESL classes and to reinforce the development of reading and writing skills.

Throughout the semester Newcomers High School uses Title I and Title III funds to provide teachers with a variety of other professional development workshops that address both the needs of the teachers as well as the needs and goals of the school. Each semester assistant principals survey the needs of teachers and of students to align the professional development with the instructional goals of the school and the respective department.

After a teacher survey is conducted, a decision is made to have a series of workshops that respond to the identified needs which will also move the school towards its goal of providing differentiated instruction and making learning accessible to all students while emphasizing the need to meet NYS standards. Sessions are assessed and added to ensure that Newcomers is a school of learners.

Last year, for example, funds were used to contract the services of vendors such as Lincoln Center Institute, American Place Theater, Repertorio Espanol and Teaching Matters to provide residencies in the classrooms with teachers to expand their teaching capacity. Many teachers attended a variety of workshops sponsored by the Learning Support Organization, Title IID, and the Department of Education. Especially important were the Q-Tel series of professional development for English-Language learners. Both ESL and content teachers attended these workshops and turn-keyed what they learned at department meetings.

New teachers are assigned a teaching buddy in their subject area and are mentored through the mentor program. These teachers work together to plan curricula and to answer the questions of new teachers.

The plan for professional development for all ELL personnel at Newcomers High School includes the following: On Professional Development days, teachers attended workshops on differentiated instruction across the instructional plan by developing curriculum maps, as well as using data as a tool to differentiate instruction. Teachers participated in workshops to use drama as a tool to stimulate critical thinking and to build language. Teachers also met to plan curriculum for our seminar classes. All subject areas teachers are offered workshops on incorporating technology into instruction to help them increase differentiation of instruction, improve research and writing skills, and to help students to meet NYS standards. ELA and ESL teachers are offered workshops facilitated by a resident artist from American Place Theater on infusing "Literature to Life" as a practice to foster listening and speaking in ESL classes to reinforce the development of reading and writing skills.

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

Examples of school-wide workshops presented during professional development days in 2010 include the following: On Tuesday, September 7, 2010: In the morning all teachers attended school wide workshops on: orientation of new students, and expectations of the instructional program at Newcomers High School for teaching and learning. On Election Day, November 2, 2010 we intent to offer all our teachers training on interpreting data to inform the planning and implementation of curricula; we also intent to have a workshop on getting results with curriculum maps facilitated by Diane Giorgi, who is our resident staff developer. The Title I workshops focused on goals that had been developed and the topics were developed by surveying teachers and administrators. We intent to have series of monthly professional development sessions focusing on needs identified by teachers and AP through the observation process and instructional walkthroughs.

Professional development for school leaders includes the following: 1) Math IIB training for AP and lead teacher; 2) Teaching American History Project; 3) Leadership Training for AP's; and 4) Workshops organized by the CFN.

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?

There are several structures in place to ensure that parents understand program choices. These include having a full-time bilingual Parent Coordinator who is responsible for running the Parent Orientation Program and parent meetings at the school. In addition to showing informative videos and distributing materials in the various major languages, the Parent Coordinator telephones parents to keep them abreast of important news, their rights, programs, and the progress of their children. School aides are also bilingual (Chinese and Spanish) and assist in helping parents when they come to register/enroll their children. Parent meetings are held regularly and are attended by

teachers, aides or others who can translate. Some parents also are part of the School Leadership Team, the Parents Association, and other planning groups in order to keep the parent perspective in the planning of school policies and events. The Parent Coordinator, Mr. Duarte, provides Parent night activities. Saturday school programs include English classes for parents. Parents are represented on the School Leadership Team and the Quality Control Team.

Newcomers High School has several partnerships with agencies and community based organization to provide workshops and support to parents of ELLs. It also actively seeks the involvement of ELL parents. Parents are involved through our Parent Association Meetings, which are conducted on monthly basis. During our Parents Association meetings, the parents conduct parent association elections, which are instrumental in the selection the parental government body of the school. Also, during these monthly meetings, the school communicates relevant issues to the parents concerning programming, guidance and college admission information through informative workshops and presentations. Since all of the parents come from diverse ethnic backgrounds and many of them are not fluent in English, meetings are facilitated through the use of simultaneous translating devices. In order to accomplish this, the school purchased an electronic system of radios and communication devices that allow the parents to receive the signals through different channels in various languages including Spanish and Chinese. The school hires interpreters to translate simultaneously the meeting from the English language into Spanish and Chinese. The fact that the parent coordinator and the team of guidance counselors are bilingual is of great benefit for our students and parents when it comes to disseminating information.

The School Leadership Team (SLT) is another area through which Newcomers High School elicits parental involvement. The SLT has participation of seven parents including the President, Vice-President, and the Treasurer of the Parents Association Committee. The SLT also conducts monthly meetings where critical components and decision making related to the Comprehensive Educational Plan (CEP) takes place. Many parents also participate in the Saturday Literacy Program where ESL classes and workshops on Health and Immigration issues are discussed.

Newcomers High School has partnerships with Community Based Organizations such as Queens Community House, which provides workshops to the parents during the Saturday Program and the Parents Association Meetings. The activities include providing ESL teaching, workshops on immigration issues, teaching parents how to read and comprehend the report cards and transcripts, graduation requirements, child abuse, how to access ARIS, ACUITY and other internet databases with student's academic information, such as Deadulus.

In conclusion, Newcomers High School makes every effort to evaluate the needs of parents through several avenues. Parents complete the school survey in expression of their needs. Parents are also invited to meet with the School Leadership Team and are involved in other aspects of the school governance.

Part V: Assessment Analysis

A. 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)										107	130	8	0	245
Intermediate(I)										46	159	141	83	429
Advanced (A)										1	21	43	18	83
Total	0	0	0	0	0	0	0	0	0	154	310	192	101	757

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										61	90	4	0

	I										70	167	104	22
	A										33	45	65	14
	P										2	7	19	15
READING/ WRITING	B										98	111	6	0
	I										55	174	133	25
	A										2	20	44	23
	P										0	5	9	3

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

NYS Social Studies									
	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	240		101	
Math <u>Interd AI</u>	119		111	
Math <u>Geometry</u>	130		79	
Biology				
Chemistry	61		41	
Earth Science	113		87	
Living Environment	123		118	
Physics	18		18	
Global History and Geography	327		166	
US History and Government	197		165	
Foreign Language				
Other				
Other				
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)	17	137	194	147				
Chinese Reading Test	39	86	108	114				

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The NYSESLAT data reveal generally that as students progress in time at school and through grade levels, they score higher on the NYSESLAT modalities. Students for the most part who take the NYSESLAT in consecutive years tend to improve from beginner to intermediate and intermediate to advanced, and so forth. New admits tend to score at the beginner level on the LAB-R and NYSESLAT modalities. By the time, students progress up a grade and certainly, as they progress two grades, they tend to improve on NYSESLAT scores. This indicates that students are improving in their language skills as they progress through the grades. However, there is a need to continue providing academic English support in the areas of Reading and Writing, as these areas seem to develop at a slower rate.

Results on the NYSESLAT are accessible to teachers in planning classes for ELLs, via Deedalus, and ARIS. If a student scores at the proficient level, for example, it will affect which type of English class he or she will be in for the next term. On the other hand, when planning intervention programs for ELLs, the NYSESLAT scores in the specific modalities can provide information and insight into what individual students need. From a broader perspective, it is clear that providing students opportunities to develop a voice in speaking and listening seems to support academic development in reading and writing. With a view toward helping ELLs to progress through all academic modalities, it seems that we have to reading and writing academic development at the forefront and find ways to improve. On the other hand, the data suggest that it takes time for second language learners to catch up to grade level knowledge and language progress.

An analysis of student results and patterns across proficiencies and grades show that both the Transitional Bilingual Education and free-standing ESL programs have their strengths in providing learners with opportunities to continue developing academically while transitioning and developing English language skills. A noted trend observed with students in the bilingual program is that students score higher in subject area tests due to the ability to take the tests in their native language and being able to demonstrate their knowledge in their native language. We can see this trend across the curricula. Students in the free standing ELS classes are also making significant gains as an analysis of NYSESLAT modalities suggest. As TBE students are able to demonstrate their knowledge and skill in subject areas through Native Language support, they are gradually transferring their learning into English language and content learning.

Students who take Regents exams in their native language on average do better than they probably would, had they taken them in English at this point in their learning career. When students take tests in English, such as the ELA Regents exam, it is clear that language is still a barrier that prevents many from expressing their knowledge and skills. However, native language support continues to provide opportunities for learners to demonstrate knowledge and at the same time it gives them opportunities to transfer their conceptual and linguistic development in English.

Use of the ELL Periodic Assessments to inform instruction through analysis student results and finding areas of weakness has enabled some teachers to gaining insights into various ways of assessing academic reading and writing and how to address it instructionally. Another benefit of the Periodic Assessments is that it gives meaningful feedback to students as well as to teachers.

The school is learning from the Periodic Assessments (as it has from analyzing NYSESLAT modalities) that ELLs need support in the academic areas of reading and writing. Furthermore, NHS is gaining insight about how learners need support, i.e., in particular skill areas and sets related to reading, writing, and answering multiple-choice items, as well as to other types of test-taking skills.

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.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 30Q555

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$604,078	\$13,589	\$617,667
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 6,041	\$ 136	\$ 6,177
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 30,204	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 60,408	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.2%
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.

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

* 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.

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.

Newcomers High School Title I Parent Involvement Policy

Newcomers High School Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, of our student population, which is 100% English Language Learners. Newcomers High School, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, implements a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Newcomers High School 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 meetings, and events. Newcomers High School supports 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., information on academic tutoring in ESL, math, science and social studies; attendance policy, Dial-a-Teacher for homework support, lending library program for parents, which includes books and DVDs.);
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; (e.g., workshops on parenting to best support students academic habits at home, workshops on the college admission process , providing parents with a list of teachers' email and contact information to foster direct communication between parents and teachers)

3. fostering a caring and effective partnership between parents and the school to ensure that parents can effectively support and monitor their child's progress by providing them with training on the use of ARIS, and of the school website, including links to teachers' pages which contain homework help, curriculum outlines, activities and materials.
4. providing assistance to parents in understanding City, State and Federal standards and assessments (workshops on regents examinations and graduation requirements)
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand (we encourage our parents to access the school's website, which contains an array of information about academic and support programs). The school has recently upgraded the system of communication from Phone Master to School Messenger, which provides simultaneous translation in the home language.
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;
7. providing written and verbal progress reports that are periodically given to keep parents informing them of their children's progress (we mail intervention letters to parents of students who are underperforming academically to encourage them to attend after-school and Saturday tutoring programs. For parents who qualified for NCLB SES support, students are referred to individualized tutoring.
8. We have developed and we distribute a monthly newsletter, and a website designed to keep parents informed about school activities and student progress;
9. In School Leadership Team meetings we 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;
10. Our Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator organizes workshops based on the assessed needs of the parents of children who attend our school and works to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities planned for parents each month and files a report with the Central Office for Family Engagement and Advocacy (OFEA); The parent coordinator maintains the school's website to disseminate information to parents;
11. We translate all critical school documents and provide interpretation during meetings and events as needed, including providing parents with a simultaneous translation device during Parents Association meetings, as well as during School Leadership Team meetings.

Newcomers High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
 - • The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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

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

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

Newcomers High School: Parent Involvement Policy and School-Parent Compact

Newcomers 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. Newcomers 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.

School Responsibilities:

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

- using academic learning time efficiently;
- maintain a school environment of respect for all regardless of cultural, racial, national origin, gender, sexual orientation, and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *provides information to parents in the home language*

Support home-school relationships and improve communication by:

- fostering a nurturing and effective partnership between our school and the parents to provide our immigrant students with support and high expectations for achievement in their new country;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Providing materials and training to help parents work with their children to make academic progress. This year we distributed the DOE's Guide to NYC Public Schools ;
- convening a Title I Parent Annual Meeting early in the fall semester for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- *foster use of school's website to access extensive information about meetings, academics, and support services.*

Provide parents reasonable access to staff by:

- maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide training to all parents on accessing ARIS link to monitor student academic performance;
- planning activities for parents during the school year to maximize engagement and participation in school life (e.g., Open School Conferences, Multicultural Festival, International Food Festival);
- Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- *Providing parents with a list of faculty emails and phone extensions to promote direct communication between parents and teachers.*

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- using the School Messenger system to call and send emails to all parents informing them of school events and relevant information about their children, including opportunities for AIS for students with low academic performance;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- issuing and mailing "Progress Report" letters every marking period to inform parents of their children's areas of academic improvement;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- *providing them with workshops and trainings on relevant topics for our school community (e.g. immigration, health insurance, orientation to New York City, community resources)*

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;
- *Volunteer to serve in the boards of the Parents Association and the School Leadership Team.*

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- participate in academic support opportunities and activities (e.g. After-School program, Saturday Program, SES Programs, Athletics Program, Arts Programs, Community Service Programs);
- adhere to the dress code of Newcomers' High School;
- restrain from using personal electronic devices that distract instruction (including ipods and cell phones);
- behave appropriately and follow school protocols during school wide events such as: school trips, arts and cultural events, student assemblies, sports and athletic events, evacuation drills, fire drills, shelter drills, and lock down drills.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the SLT, the Parents' Association, and Student Government during October, 2010.

This Parent Involvement Policy was updated in September of 2010.

The final version of this document will be distributed to the school community in Parents Association meetings, and Student Government meetings throughout the 2010-2011 school year, and will be available on file in the Parent Coordinator's office.

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

1. Newcomers High School takes the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PA meetings
 - PA Executive Board members will be involved with District personnel through the Queens Federation of PTA
2. Newcomers High School takes the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - Parent members of the school leadership team participate in the annual, internal PASS Review of the School
 - Parents will be interviewed as part of the school's Quality Review
 - Parent surveys are a vital part of the School's Progress Report process
 3. Newcomers High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - 21st Century Grant and the Urban Arts
 - Title III Parents ESL classes
 4. Newcomers High School takes the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation includes identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school uses the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. An evaluation will be conducted at a spring PA meeting to provide opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA Executive board organizes the parent feedback and presents the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will be addressed through the annual PASS visit conducted by parent members of the school leadership team.
 5. Newcomers High School builds the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, by taking action as described in this paragraph "the State's academic content standards; the State's student academic achievement standards; the State's and local academic assessments including alternate assessments; the requirements of Title I, Part A: how to monitor their child's progress and how to work with educators."
 - The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, providing Parent workshops and courses dealing with computer training

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Providing teachers with information regarding the most effective techniques in involving parents through respectful conversations.
 - Teachers' DOE email addresses will be provided for parents so to increase communication between parents and teachers.
 - Teachers websites will be added to the school website for parents to review instructional support provided to students.
 - Parents are given the telephone number of the Parent Coordinator so that parents can make appointments to talk to other school personnel, teachers and Guidance Counselors.
 - The structures in place to ensure that parents understand program choices include having a full-time Parent Coordinator (Mr. Eduardo Duarte) who is responsible for running the Parent Orientation Program and parent meetings at the school. In addition to showing informative videos and distributing materials in the various major languages, the Parent Coordinator telephones parents to keep them abreast of important news, the rights, programs, and progress of their children. School aides are also bilingual and assist in helping parents when they come to register/enroll their children. Parent meetings are held regularly and are attended by teachers, aides or others who can translate. Some parents also are part of the School Leadership and other planning groups in order to keep the parent perspective in the planning of school policies and events.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

English Regents – We have continued to individualize further instruction for at risk students by adding AIS classes in English and Mathematics in the daily programs of struggling students. We have organized 1-hour weekly seminars reinforcing the development of academic language while also providing advisory on adolescent development and guidance issues. We also formed a seminar class to supplement this class. We also formed focused ESL/AIS classes for students who, based on the data, underperformed in ESL courses. We created Pupil Intervention Plans for students who had repeated the beginner level ESL classes more than twice. We also provide struggling students with a Saturday tutorial and after-school tutorial programs. The school also established a highly successful Peer

Tutoring program during the lunch periods. We have provided at risk male Latino students with a Spanish language class to support them with academic skills development and youth development support.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The objective of our Academic Intervention Services plan is to evaluate data to design ongoing instructional support for at risk and struggling students through the regular academic program as well as through supplemental programs with the goal of meeting New York State Regents requirements for graduation.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Our after-school tutorial program is offered to students on everyday of the school week from 3:10 to 4:40 PM. Teachers work with students in small group settings. In ESL groups teachers and students, using an interactive model share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes.
 - Our Saturday Literacy Program enables students to enhance, enrich, and extend literacy, science, global studies, US history and mathematics strategies acquired during the daily and after-school programs. During the Saturday Literacy Program, students develop in-depth content knowledge that is inquiry-based around themes/topics taught throughout their entire instructional program. Students will be involved in projects that require them to discuss ideas (language/listening development). Students will work in various learning settings; i.e., paired, small groups, or individually. They will do extensive reading to develop schema around specific topics.

- Help provide an enriched and accelerated curriculum.

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

- Meet the educational needs of historically underserved populations.

An examination of the data indicates that 100% of Newcomers' students entered the school as newly arrived immigrants speaking little of no English. Approximately 90% are English-language learners, with approximately 10% who have achieved proficiency level on the NYSESLAT. Many come from countries where the academic preparation and level of achievement are quite different from the educational system in the United States. Over 72% of our students are low income.

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

Newcomers High School was created to serve the needs of English-language learners who are considered at risk of not meeting NYS standards and its students consist of 100% ELL's or former ELL's. For one of our sub-groups we have established a Native Language Writing class that helps students to learn writing skills that can be transferred to English. We also address social and cultural issues in this class.

- Are consistent with and are designed to implement State and local improvement, if any.

The school also has a Virtual Enterprise class to prepare students for the world of work by giving them the verbal, social and computer skills they would need in a business environment.

3. Instruction by highly qualified staff.

We promote among currently certified teachers to obtain their bilingual extensions, and to get certification in Earth Science. Many ESL teachers received their English certifications to be able to teach our ELL's who have achieved proficiency status in the NYSESLAT exam. Lead teachers have been identified and serve as turnkey trainers. Teachers attend seminars and professional development programs to meet state requirements.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional development is provided during department conferences and PD days in the areas of using data and technology, differentiated instruction, bilingual instruction and language acquisition throughout the year.

New Teacher Mentors:

Induction support for new teachers includes: A mentor teacher, a new teacher workshop during the seminar period, and a teacher's resource center.

Professional Development:

This year we are inviting Lincoln Center Theater, Repertorio Espanol, and the American Place Theater to provide residencies in ESL and NLA classes. The program includes: incorporating theater as an instructional language acquisition strategy, development of teaching and learning strategies by teachers and resident artists, after-school workshops for teachers to incorporate "literature to life" practices in curriculum maps.

The following activities have also been included in this year's professional development. Lehman Writing Project: The school will focus on differentiated instruction in the classroom to increase the effectiveness of instruction and student learning and engagement.

Election Day Professional Development: Using data as a tool for differentiated instruction; language acquisition strategies in the content areas; integrating literature to life in ESL; use of technology in science and math instruction.

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

- Accept and train student teachers and maintain a professional relationship with colleges and universities.
- Interview candidates from the Teaching Fellows program.
- Attend City-wide hiring fairs.

- Offer much support to the new teacher through the mentoring program, buddy-teacher program and our new teacher workshops.

6. Strategies to increase parental involvement through means such as family literacy services.

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

At Parent-Teacher conferences further information is distributed. We send translated versions of all letters and documents to parents. This year, through Title I Parent Involvement funding we are offering Saturday classes for parents in ESL and how to use computer technology to explore the school's website, e-mail, to search for job opportunities, and resume writing.

7. 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 select representatives to serve in the School Leadership Team. In regular monthly consultative committee meetings, teachers selected by the chapter to represent all academic departments, and school administrators and supervisors discuss instructional, administrative and community issues and set action plans to address ongoing school needs. Assistant principals consult with teachers in their departments to organize professional development and frame departmental goals and objectives.

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.

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

- We have added AIS classes in ESL and Math to the day programs of students who have been in the *school three or more years*.
- We have created AIS seminars for at risk students to provide them with ESL academic support and guidance advisory
- We identify students in the cohort, and program them to have an additional AIS classes in their regular schedule if they were in need of additional support. For those unable to be programmed, we created Students not attending receive phone calls home, made by both staff members and the automated dialer in the evenings and on weekends.
- Guidance counselors conduct interviews with students in the cohort, and with their parent, to sign academic performance contracts.
- A Math Peer Tutoring Program was established during the lunch periods to provide help additional academic support.
- The After-School and Saturday Program provide all students with supplemental tutoring. At risk students are referred by school counselors and teachers to attend these programs, and received certificates of participation.

- SES providers provide tutoring at home, in school, and on line to Title I at risk students who qualified for supplemental tutoring.
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.

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

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* 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 Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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 Schoolwide 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 Schoolwide 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 schoolwide 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 Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide 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.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **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

		Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	√			\$507,425.00	√	56
Title I, Part A (ARRA)	Federal	√		N/A	\$ 13,453.00	√	48
Title II, Part A	Federal			N/A			
Title III, Part A	Federal	√		N/A	\$151,920.00	√	44
Title IV	Federal			N/A			
IDEA	Federal			N/A			
Tax Levy	Local	√			\$4,862,137.00	√	

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.
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;

-
- 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.

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.