



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: NEWTOWN HIGH SCHOOL

DBN (24/Q/455):

PRINCIPAL: JOHN J. FICALORA EMAIL: JFICALO@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
John J. Ficalora	*Principal or Designee	
Christopher Sias	*UFT Chapter Leader or Designee	
Debora Martinez	*PA/PTA President or Designated Co-President	
Tony Ferina	DC 37 Representative, if applicable	
Stephanie Guarin	Student Representative	
Claudia Lopez	Student Representative	
Gabriela Altomarino	Member/CSA	
Jessica McDermott	Member/Teacher	
Jennifer Schneider	Member/Teacher	
Melissa Mastrangelo	Member/Teacher	
Liliana Gutierrez	Member/Parent	
Blanco Arbito Jimenez	Member/Parent	
Perlita Gabriel	Member/Parent	
Felicia White	Member/Parent	
Julio Gruillon	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

JIT October 19, 2012, page 5

- **Establish Common planning Time, especially for teachers of ELLs and Special Education**
- **Establish common expectations of what good instruction should look like.**

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 we will establish common expectations of good instruction as defined by Danielson, with frequent observations, timely feedback and planned professional development during scheduled common planning time.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - **Frequent observations using the Danielson rubric with feedback to teachers.**
 - **Monthly Instructional Walkthroughs conducted by the Cabinet to focus on instructional concerns.**
 - **Conduct Professional Development on Danielson competencies through Common Planning Time and Staff Development.**
 - **Additional Common Planning Time is provided for ICT teachers.**
 - **All ELL/Bilingual teachers are now in one Small Learning Community where they participate in professional development and collaboration.**
 - **Title III is used to provide after school professional development for teachers of ELLs.**
 - b) key personnel and other resources used to implement these strategies/activities,
 - **The principal and assistant principals are the key personnel to implement the above strategies.**
 - **Each SLC has a Lead Teacher who collaborates with the AP Director of the SLC.**
 - **The Network is providing PD through an outside vendor on the Danielson Rubric.**
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - **Three observations of teachers by the end of January with a total of 6 by the end of June.**
 - **Progress is evaluated through teacher meetings with their APs at the beginning, middle and end of year.**
 - **Four Title III PDs will be conducted during the year.**
 - d) timeline for implementation.
 - **Observations – ongoing**
 - **PD – ongoing. In each SLC there are days assigned for PD. There is school wide PD on Election Day, January 28th and June 6th.**
 - **Monthly walkthroughs followed by Walkthrough Letters to the faculty.**

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

College & Career Readiness

- PS 100 hours CPT Teachers – PF Non-Title I
- PS 1260 hours, 6 SLC Lead Teachers for Planning, 210 hours each – PF Non-Title 1

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Teachers that need common planning time outside of their school day will be offered per-session funds. The allocation is Priority/Focus Non-Title I Funding - JOB ID GL1HL. Title III PD will be allocated with Title III LEP Funds – Job ID GKT5N

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school should develop a written, comprehensive, coherent and rigorous ELA curriculum aligned with NYS standards that consists of scope and sequence, pacing calendar grade by grade, suggested reading materials by genres, benchmarks and assessment. The school should reach out to the Network Instructional Support Specialist for assistance. (JIT 2010-2011, pp 2-3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the Newtown High School English Department will have a written curriculum which will be comprehensive, coherent and rigorous. The ELA curriculum will be aligned with NYS and Common Core Standards. It will consist of scope and sequence, a pacing calendar grade by grade, suggested reading materials by genres, benchmarks and assessment. The document will be analyzed, evaluated, revised and shared so that the curriculum becomes a "living document".

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - **All staff members will consistently write and use lesson plans in alignment with the CCLS that use formative assessments to improve and adjust instructional practices.**
 - **Include in the ELA Writing Curriculum benchmark essays for each marking period, include the use of exemplars and rubrics – this measure speaks to the need for the Department for curriculum alignment as well as timely uniform assessments.**
 - **Embed Common Planning Time to plan and discuss strategies to identify the Curricula needs of student sub-groups (ELLs & SWDs)**
 - **Teacher Teams will develop strategies that address the needs of English Language Learners, Students with Disabilities and Individual Learning Styles.**
 - **Monthly Department Meetings and Professional Development days will in part be used to address teacher concerns and plan for any curriculum adjustments needed**
 - **Acuity tests will be administered with results analyzed to inform instruction**
 - **English Language Learners and other identified Regular Ed and Students with Disabilities will receive assistance through Achieve 3000 to improve language acquisition.**
 - b) key personnel and other resources used to implement these strategies/activities,
 - **Teacher teams: English, ISS, ESL of same grade level**
 - **APs Supervision, English, ISS, ESL**
 - **Diplomas Now Instructional Facilitator**
 - **Network Instructional Support Specialist**
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the

decision-making regarding the use of academic assessments.

- **By January 2013 half of the product will be completed, evaluated, and revised**
- **By June 2013 the curriculum will be completed with opportunity for evaluation and revision**
- **Each post-observation conference will include a conversation addressing Curriculum Development**
- **Teacher feedback will be solicited and welcomed at Faculty and Department Meetings and Professional Development Days**
- **Teacher teams create regents tasks in their daily lessons**
- **Teachers use item analysis (Acuity, Regents, Midterms, etc.) to revise curriculum**
- **Teachers daily assess students to adjust curriculum pacing and content**

d) timeline for implementation.

- **PD – ongoing. There is school wide PD on Election Day, January 28th and June 6th.**
- **Monthly walkthroughs focused on Curriculum needs by APs Supervision followed by Walkthrough Letters to the department**

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

College & Career Readiness

- PS 300 hours (Teachers) Curriculum Writing (Math, ESL, English, Soc. St., Science) – PF Non-Title 1

Priority Funding – Common Core Standards

- PS 120 hours (5 Supervisors) Curriculum Writing – PF Non-Title 1

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). **Teachers will work together during common planning time and on Professional Development Days. Per-session funds will be utilized for after/before school planning. Supervisors and teachers will be funded by Tax Levy as well as Priority/Focus Non-Title I. Supervisor Job ID are GLK1HK & GKCQS, Teacher Job IDs are GKFFI & GL1HL. Supervisors will work before and after school on curriculum writing throughout the school year GL1HK**

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Strengthen instructional practices in terms of lesson planning, student engagement, facilitating meaningful learning activities, critical thinking & questioning, and co-planning of lessons. (QR p.5; JIT pp.3-4)

Teachers of classes of students with disabilities should be provided with a variety of instructional materials to maximize student engagement and learning. Instructional resources used in the ESL classes should represent levels of rigor that are commensurate with high school. (JIT October 2010 p. 3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 4.2 Instructional Practices and strategies

 X 4.4 Classroom environment and culture

 4.3 Comprehensive plans for teaching

 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, teachers will demonstrate effective instructional practices as observed in classroom visits by designing varied learning experiences that facilitate student engagement and higher order thinking and allow students multiple entry points to the content.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - *Utilization of the Danielson rubric for understanding & implementing elements of good instruction in DOE identified components
 - *Scheduled daily common planning times for ICT and SLC teachers
 - *Curriculum team meetings
 - *Teacher Inter-visitations & critical friend feedback
 - *Collaboration with City Year
 - *Professional Development sessions based on identified needs in SLC, department and faculty meetings and on Chancellor's PD days
 - *Use of Bloom's taxonomy, Webb's Depth of Knowledge, and other researched-based questioning frameworks
 - *Lesson summaries/exit slips
 - *Model classrooms
 - *Sharing lesson plans among department & SLC teachers
 - *laptop for use in the classroom to facilitate student engagement and Higher Order Thinking to allow students multiple entry points to the content.
 - b) key personnel and other resources used to implement these strategies/activities,
 - *Principal, Assistant Principals, Instructional Leads, teachers
 - *Network personnel providing PD to teachers, teacher leaders, and instructional supervisors
 - *School technology aide to provide PD on using Smart board, SB Notebook software, edmodo, and other requested technology tools and needs.
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

***Critical friend feedback from inter-visitations**

***Active participation in curriculum/subject team meetings in developing/revising curricula, pacing, projects, instructional shifts due to Common Core**

***Scholarship reports and Regents results**

***Observation reports/conferences**

***Instructional Bulletins/Walkthrough Letters**

d) timeline for implementation

***Ongoing with checks/goal-setting at Beginning year(September), Mid-year (January) and End year (May) conferences with teachers**

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

College & Career Readiness

- OTPS Computer Equipment Four SmartBoards, service contracts & accessories
- OTPS Textbook Regents Prep for US History, Global Studies, Algebra, Geometry, Living Environment, English, ESL
- PS– Extended Day – 74 teachers, 3,996 hours, 1,000 students - PF Non-Title 1
- OTPS – Computer Equipment – laptops

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). **Teachers will work together during common planning time and on Professional Development Days. Per-session funds will be utilized for after/before school planning. Supervisors and teachers will be funded by Tax Levy as well as Priority/Focus Non-Title I. Supervisor Job ID are GLK1HK & GKCQS, Teacher Job IDs are GKFFI & GL1HL. Four SmartBoards UK07, Service Contracts UMVB. Laptops UNIC, Textbooks UK05**

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Establish a culture for learning that communicates high expectations for students. (QR, Oct 2012, pg. 6)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 we will provide at least 5 opportunities for students to reflect and set personal and academic goals.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - **Report Card Conferencing, three times per year, will provide one-on-one feedback to students to set goals following each marking period.**
 - **Based on report card grades, academic goals will be set in each subject.**
 - **Freshmen Seminar to help students transition to high school and develop the social/emotional skills needed for the high school years.**
 - **College Summit will support seniors' college exploration.**
 - **Establish a core of students who will support peers in the college application process.**
 - **Freshmen college exploration through College Summit.**
 - **City Year members support students in class with social/emotional encouragement and tutoring.**
 - **Small Learning Community (SLC) awards to support progress.**
 - **SLC Early Warning Indicators (EWI) meetings to identify students needing attention based on data.**
 - **Champions from each SLC to intervene and support students having attendance, behavioral or course work problems.**
 - **Attendance mentors will work with students having attendance problems.**
 - **Counselors will provide group counseling on identified topics, e.g. divorce, death, homelessness, pregnancy.**
 - **Queens Community House will identify and support 100 freshmen students with attendance problems.**
- b) key personnel and other resources used to implement these strategies/activities,
 - **All staff participates in Report Card Conferencing.**
 - **All subject teachers have students write goals.**
 - **College Summit provides the resources for our staff to use in their programs.**
 - **City Year is part of the John Hopkins Diplomas Now Program with 20 people on site.**
 - **EWI data provided by our staff**
 - **Queen Community House is a CBO functioning in the school**
 - **Tutoring Opportunities consistent with student goals**

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- **The end of each marking period is the target date for Report Card Conferencing and goal setting.**
 - **College Summit sets targets in their program for completion of tasks.**
 - **SLC awards at the end of each marking period.**
 - **EWI meetings every other week**
- d) timeline for implementation.
- **Implementation of marking period tasks begin at the end of the first marking period.**
 - **College Summit timeline is within the curriculum.**
 - **EWI started after the first marking period and continues bi-weekly throughout the year.**

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Response to Intervention

- Non-Contractual Services – Student Planners PF & SLC Student T-Shirts Response to Intervention Non-Title 1

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
The Freshman Seminar teachers are funded with Tax Levy Fair Students Funds. Attendance outreach teachers receive per-session funding using the AIDP Allocation. Small Learning Community Awards are bought with OTPS Funds Priority/Focus Non-Title I, Activity Code UK07
Student Planners for each student UKPV
Throughout the school year Guidance Counselors interview parents and students after and before school on identified topics GLIHJ
Throughout the school year paras assist students in reflection, writing and achieving goals GL5A9
Throughout the school year Extended day and tutoring by teachers consistent with student goals GL1HL
SLC T- Shirts purchased for distribution as awards at the end of each MP UK07
Refreshments at SLC Reward Assembly UPLV
Transportation to games as rewards UPLV

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
The 2012 – 2013 Quality Review page 6 (3.4) states, Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013 we will engage parents in four monthly workshops.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - **Provide materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology).**
 - **Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
 - **Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. (Daedalus, Progress reports, ARIS, and Edmodo)**
 - **Provide assistance to parents in understanding City, State and Federal standards and assessments;**
 - **Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**
 - **Help parents to understand the Accountability System (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)**
 - b) staff and other resources used to implement these strategies/activities,
Principal, Assistant Principals, Parent Coordinator
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Select teachers and staff will be involved in planning and assessment of workshops
 - d) timeline for implementation. **Bi-Monthly**

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Throughout the school year Supervisors and teachers will be paid per-session to coordinate and conduct parent workshops. Priority/focus Non-Title 1 funds will be allocated. Supervisors job ID-GL1HK, Teachers job ID GL1HL. The teacher performing translation services will be funded by tax levy, job ID GXPXL. Survey Monkey and Parent/Student Handbook bought for the parents will be allocated from Priority/Focus Parent Involvement Funds, activity code UKN7. Family/Parent Planners UW61 & UKN7, Parent Student Activities UKN7
In order to increase parent awareness and involvement throughout the school year, letters/invitations to meetings/workshops are mailed home (postage UKN5)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Strategic Reading: Strategic Reading, developed by researchers at Johns Hopkins University, is an intensive literacy improvement curriculum designed for ninth graders who enter high school reading two or more years below grade level.</p> <p>City Year: A branch of Diplomas Now where recent college graduates work with students both in classes and outside of classes to provide additional support. City Year corps members push-in tutoring and assistance in 36 9th and 10th grade classes. Additional tutoring classes are provided for two hours after-school on Monday – Thursday.</p> <p>Integrated Co-Teaching: 11 collaborative team teaching classes provide instruction to students in English classes to support students at grade level, on levels 1 & 2, and SWDs.</p> <p>Saturday Academy: Small group instruction provided to students who need extra support for Regents courses.</p> <p>Summer School: Students who did not pass the Regents are allowed to make up the course while preparing for the August Regents administration.</p>	<ul style="list-style-type: none"> • Small group instruction • Collaborative Team Teaching • Tutoring • Regents Prep sessions • Extended Day classes 	Services are provided Monday – Saturday, during lunch periods and after school
Mathematics	Transition to Advanced Math (TAM) &	<ul style="list-style-type: none"> • Small group instruction 	Services are provided Monday –

	<p>Think Through Math (TTM): TAM is a support curriculum from Talent Development that is used to support Level 1 & Level 2 9th grade students as they learn the Integrated Algebra content and prepare for Regents exams. These materials are used in the Fall semester. TTM is online software purchased by Diplomas Now to use in the same classes. It replaces TAM and is used in the Spring term. The software assesses students at their proficiency levels and provides supports to move student ahead in math proficiency.</p> <p>City Year: A branch of Diplomas Now where recent college graduates work with students both in classes and outside of classes to provide additional support. City Year corps members push-in tutoring and assistance in 36 9th and 10th grade classes. Additional tutoring classes are provided for two hours after-school on Monday – Thursday.</p> <p>Integrated Co-Teaching: 13 collaborative team teaching classes provide instruction to students in Integrated Algebra, Geometry, and Intermediate Algebra classes to support students at grade level, on levels 1 & 2, and SWDs.</p> <p>Saturday Academy: Small group instruction, in English and Spanish, is provided to students who need extra support for Regents courses – Integrated Algebra, Geometry, Algebra 2 & Trigonometry and for Advanced Placement Calculus BC.</p> <p>Summer School: Students who did not pass a Regents terminating class or Intermediate Algebra are allowed to make up the course while preparing for the August Regents administration.</p>	<ul style="list-style-type: none"> • Collaborative Team Teaching • Tutoring • Regents Prep sessions • Extended Day classes 	<p>Saturday, during lunch periods and after school</p>
<p>Science</p>	<p>Rigorous Regents preparation which includes repeated readings to cite evidence from text,</p>	<p>Small group - tutoring Large Group - tutoring</p>	<p>After school tutoring Saturday School tutoring</p>

	hands on experiences for labs, interactive use of the SMART Board to make the learning more permanent in terms of visuals. Emphasis on writing.	One – to – one tutoring Edmodo Apex Learning	SLC tutoring during school – The SLC tutoring is usually one – to one or very small groups.
Social Studies	<p>Integrated Co-Teaching: 18 collaborative team teaching classes provide instruction to classes taught by two teachers</p> <p>Saturday Academy: Small group instruction is provided in Saturday academies to support students taking standardized Regents and RCT exams in Global History and US History and Government. Includes both credit bearing courses and Regents prep courses for Global History and US History Regents exams.</p> <p>Summer School: Identified by a failure to meet course standards and/or pass Regents exams. Provides an opportunity for students to make up credits. Reduced student-teacher ratio enables small group and individualized instruction based on assessed needs. Affords at-risk students, identified by cohort data, the opportunity to re-take Regents exams AP tutoring will be offered to all Advanced Placement students with an emphasis on students struggling to meet the rigorous standards of the College Board approved curriculum.</p>	<ul style="list-style-type: none"> • Small group instruction • Team Teaching • tutoring, small group & one-on-one • Regents Prep seminars • Auditing Regents classes • Supplemental Social Studies classes. • Supplemental Extended Day Classes 	Lunch Tutoring during the day, after school and weekend
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Individual and Group Counseling; Specific Topics assigned to each guidance counselor, social worker and Spark counselor to help students with their social and emotional problems. Guidance staff involvement in the EWI functions in all SLCs Spark Counseling ; Peer Helpers; Peer Mentoring program led by guidance staff</p>	<p>Individual counseling Small Group counseling Family counseling sessions On- going tutoring services provided by subject class departments and SLCs EWI and Champion Services to help students with Academic, Behavior and Attendance problems Mentoring programs in SLCs and the guidance department to help at risk students</p>	The service is provided during the day, before and after school.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Mentors are assigned to support new, struggling and un-qualified teachers.
- A variety of opportunities for professional development through research based materials.
- The Assistant Principal – Organization will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Frequent communication with our Network HR Director when vacancies occur.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Assistant Principals maintain teacher resources and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our 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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. 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;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. 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;
- 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., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School:	Newtown High School
	DBN: 24Q455
This school is (check one):	<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 729
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 9
of content area teachers: 11

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Before/After School Program provides extra help and enrichment opportunities in the form of direct supplemental programming Mondays through Fridays before and after school for 9-12 grades. Program offers ESL, NLA (Spanish and Chinese), Living Environment, Earth Science, and make-up labs (Spanish), Global Studies (Chinese) Bilingual Algebra (Spanish) literacy development and English Regents Preparation for ELLs. All teachers involved are certified Bilingual and ESL teachers.

Teachers who use Achieve 3000 will provide the reading in class and go over the 5 steps to the literary routine. Students will then access the program after school, reread the articles differentiated for each student according to his/her lexile level, respond to the multiple choice questions, and answer the thought question. Students will also summarize each paragraph for the entire article. Teachers will monitor their progress and give points for questions answered. Students are encouraged to choose at least three more articles each week and complete the five step process. Students choose from a variety of content area readings and are encouraged to find articles related to the regents exams they will be taking this year.

The Extended Day Program for ELLs meets twice a week Monday through Thursday. SIFE students will attend a credited course meeting two days a week for two hours: NLA (Spanish & Chinese) and English cognitive skills will be the basis of courses offered. Group size will be maintained around 30 students.

Saturday Instructional Academy ESL classes for ELLs and their parents. Certified Bilingual and ESL teachers will provide supplemental instruction with the New Saturday Instructional Academy classes will meet a total of 26 sessions beginning October 2012 through May, 2013, from 9:00 a.m. to 12:00 p.m. Group size will be maintained at 12- 15 students per teacher. There will be many classes for the Saturday Instructional Academy servicing over 100 ELLs. Instruction will focus on implementing ESL scaffolding strategies to all ELLs to achieve higher scores on the NYSESLAT, and city and state assessments. Instruction in Native Language Arts will provide help students to meet the standards in Native Language Arts for ELE. Common Core Standards will be included in all classes.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

Part C: Professional Development

- name of provider

Begin description here: Newtown's Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will focus on how to prepare ELLs to meet and exceed the NYS Common Core Standards. Teachers and teacher trainers will be paid at per session rate. Development will be facilitated by school administrators and ESL teachers.

Teachers working in the supplementary instructional program will receive professional development after school from 3:30 p.m. to 5:30 p.m.

Topics to be addressed during these professional development sessions are as follows:

1. Citing Textual Evidence
2. Teaching activities to support content area instruction
3. Building Academic Language
4. Preparing ELLs for the NYSESLAT
5. Differentiated Instruction
6. Scaffolding Strategies
7. Examining student work

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent/community involvement- Newtown's Title III program will provide parents of ELLs opportunities to learn English. Saturday Instructional Academy gives parents the opportunity for parents to attend 15 sessions. Parents learn ESL skills taught by fully certified ESL teachers. The Saturday ESL for Parents class is 9:00 a.m. to 12:00 p.m. from October 2012 through June 2013.

Part D: Parental Engagement Activities

Parent workshops for ELLs are planned in areas such as Orientation for the NYC school system, financial aid, familiarizing parent with state exams, helping parents to aid their children with reading, writing, and study skills. Brochures in Spanish, Chinese and English, textbooks, and agendas, as well as refreshments will be purchased. These workshops will be given by our Small Learning Community teachers who are certified in bilingual and ESL instruction. Parents will be notified through our telephone messenger.

Small Learning Community – International Pioneers will hold Parent workshops throughout the year. Topics will include: Discipline, using ARIS, examining Data, and post high school education options. They also take part in the School Leadership Team and Parent Association meetings held the third Thursday of each month.

Workshops and seminars for parents of ELLs include:

- Financial Aid Management
- Parent Connection (for ELLs new to NYCDOE)
- Daedulus Training
- College Application
- Career Exploration

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$100288

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) <ul style="list-style-type: none"> • Per session • Per diem 	Weekly/Weekend Intervention Academy Teachers 46,283.00 Per session 16,061.00	Newtown’s Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will focus on how to prepare ELLs to meet and exceed the NYS Common Core Standards. Teachers and teacher trainers will be paid at per session rate. At the end of each seminar, teachers will develop lessons using the strategies and turn - key information to their departments. Development will be facilitated by school administrators and ESL

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$100288

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		teachers. Teachers working in the supplementary instructional program will receive professional development after school form 3:30 p.m. to 5:30 p.m.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	23,014.00	General instructional supplies for after school weekday/weekend academy will include: paper, writing pads, markers, pens, bulletin board materials, certificates, books and other supplies
Educational Software (Object Code 199)	14,930.00	Achieve 3000: 250 licenses Teachers who use Achieve will provide the reading in class and go over the 5 steps to the literary routine. Students will then access the program after school, reread the articles differentiated for each student according to his/her lexile level, respond to the multiple choice questions, and answer the thought question. Students will also summarize each paragraph for the entire article. Teachers will monitor their progress and give points for questions answered. Students are encouraged to choose at least three more articles each week and complete the five step process.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$100288

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Students choose from a variety of content area readings and are encouraged to find articles related to the regents exams they will be taking this year.
Travel		
Other		
TOTAL	100,288.00	

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix

Requirement under Chancellor's Regulations – for all schools

DBN: **School Name: Newtown High School**

Cluster: 2 Network:

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

1. The school reviewed RLAT to determine the number of ELLs currently served.
2. The BESIS indicates home language of every ELL student in the school.
3. There are bilingual counselors, teachers, and paraprofessionals who address the two dominant languages in our school.
4. Our school has student translators during Parent Teacher Association.
5. Our multi-lingual support staff offers outreach to parents as needed.
6. Report cards have Spanish and Chinese comment codes.
7. Daedulus provides parents with information in the languages spoken throughout the building.
8. We offered ARIS professional development for parents and staff.

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.

Information is disseminated to teachers, administrators, and parents via letters in various languages. Translations of most informational materials are available for translation by the DOE however; we rely on staff to translation letters that are site specific. Any accountable letters related to school were also disseminated in multiple languages to parents and community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

1. The school surveyed staff members as to the numerous languages in which personnel were fluent and literate.
2. Staff and support personnel who can provide written translation services have been identified and designated as per their language.
3. All department documents that need written translation for parents are disseminated to staff members for translation in the languages spoken in the school. This facilitates our ability to have open communication with parents.

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.

Certified bilingual teachers and support staff have written and oral interpretation to inform parents of important information that pertain to their child.

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>.

At the time of intake, parents are provided with a copy of the bill of rights and parent responsibilities either in English or their home language. In addition, there are signs in the covered languages in the lobby that notify parents of the availability of translation services. Our multilingual staff ensures that all parents have equal access to all administrative offices if translation is necessary. Finally the above mentioned information will be available in the covered languages on the Newtown website.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School:	Newtown High School
	DBN: 24Q455
This school is (check one):	<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 729
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 9
of content area teachers: 11

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Before/After School Program provides extra help and enrichment opportunities in the form of direct supplemental programming Mondays through Fridays before and after school for 9-12 grades. Program offers ESL, NLA (Spanish and Chinese), Living Environment, Earth Science, and make-up labs (Spanish), Global Studies (Chinese) Bilingual Algebra (Spanish) literacy development and English Regents Preparation for ELLs. All teachers involved are certified Bilingual and ESL teachers.

Teachers who use Achieve 3000 will provide the reading in class and go over the 5 steps to the literary routine. Students will then access the program after school, reread the articles differentiated for each student according to his/her lexile level, respond to the multiple choice questions, and answer the thought question. Students will also summarize each paragraph for the entire article. Teachers will monitor their progress and give points for questions answered. Students are encouraged to choose at least three more articles each week and complete the five step process. Students choose from a variety of content area readings and are encouraged to find articles related to the regents exams they will be taking this year.

The Extended Day Program for ELLs meets twice a week Monday through Thursday. SIFE students will attend a credited course meeting two days a week for two hours: NLA (Spanish & Chinese) and English cognitive skills will be the basis of courses offered. Group size will be maintained around 30 students.

Saturday Instructional Academy ESL classes for ELLs and their parents. Certified Bilingual and ESL teachers will provide supplemental instruction with the New Saturday Instructional Academy classes will meet a total of 26 sessions beginning October 2012 through May, 2013, from 9:00 a.m. to 12:00 p.m. Group size will be maintained at 12- 15 students per teacher. There will be many classes for the Saturday Instructional Academy servicing over 100 ELLs. Instruction will focus on implementing ESL scaffolding strategies to all ELLs to achieve higher scores on the NYSESLAT, and city and state assessments. Instruction in Native Language Arts will provide help students to meet the standards in Native Language Arts for ELE. Common Core Standards will be included in all classes.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

Part C: Professional Development

- name of provider

Begin description here: Newtown's Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will focus on how to prepare ELLs to meet and exceed the NYS Common Core Standards. Teachers and teacher trainers will be paid at per session rate. Development will be facilitated by school administrators and ESL teachers.

Teachers working in the supplementary instructional program will receive professional development after school from 3:30 p.m. to 5:30 p.m.

Topics to be addressed during these professional development sessions are as follows:

1. Citing Textual Evidence
2. Teaching activities to support content area instruction
3. Building Academic Language
4. Preparing ELLs for the NYSESLAT
5. Differentiated Instruction
6. Scaffolding Strategies
7. Examining student work

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent/community involvement- Newtown's Title III program will provide parents of ELLs opportunities to learn English. Saturday Instructional Academy gives parents the opportunity for parents to attend 15 sessions. Parents learn ESL skills taught by fully certified ESL teachers. The Saturday ESL for Parents class is 9:00 a.m. to 12:00 p.m. from October 2012 through June 2013.

Part D: Parental Engagement Activities

Parent workshops for ELLs are planned in areas such as Orientation for the NYC school system, financial aid, familiarizing parent with state exams, helping parents to aid their children with reading, writing, and study skills. Brochures in Spanish, Chinese and English, textbooks, and agendas, as well as refreshments will be purchased. These workshops will be given by our Small Learning Community teachers who are certified in bilingual and ESL instruction. Parents will be notified through our telephone messenger.

Small Learning Community – International Pioneers will hold Parent workshops throughout the year. Topics will include: Discipline, using ARIS, examining Data, and post high school education options. They also take part in the School Leadership Team and Parent Association meetings held the third Thursday of each month.

Workshops and seminars for parents of ELLs include:

- Financial Aid Management
- Parent Connection (for ELLs new to NYCDOE)
- Daedulus Training
- College Application
- Career Exploration

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$100288

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) <ul style="list-style-type: none"> • Per session • Per diem 	Weekly/Weekend Intervention Academy Teachers 46,283.00 Per session 16,061.00	Newtown’s Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will focus on how to prepare ELLs to meet and exceed the NYS Common Core Standards. Teachers and teacher trainers will be paid at per session rate. At the end of each seminar, teachers will develop lessons using the strategies and turn - key information to their departments. Development will be facilitated by school administrators and ESL

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$100288

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		teachers. Teachers working in the supplementary instructional program will receive professional development after school form 3:30 p.m. to 5:30 p.m.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	23,014.00	General instructional supplies for after school weekday/weekend academy will include: paper, writing pads, markers, pens, bulletin board materials, certificates, books and other supplies
Educational Software (Object Code 199)	14,930.00	Achieve 3000: 250 licenses Teachers who use Achieve will provide the reading in class and go over the 5 steps to the literary routine. Students will then access the program after school, reread the articles differentiated for each student according to his/her lexile level, respond to the multiple choice questions, and answer the thought question. Students will also summarize each paragraph for the entire article. Teachers will monitor their progress and give points for questions answered. Students are encouraged to choose at least three more articles each week and complete the five step process.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$100288

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Students choose from a variety of content area readings and are encouraged to find articles related to the regents exams they will be taking this year.
Travel		
Other		
TOTAL	100,288.00	