Department of Education

Dennis M. Walcott, Chancellor

2013-2014

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(SCEP)

School Name: **NEWTOWN HIGH SCHOOL**

DBN (*i.e. 01M001*): **24 Q 455**

Principal: **JOHN J. FICALORA**

Principal Email: **JFICALO@SCHOOLS.NYC.GOV**

Superintendent: **JUAN MENDEZ**

Network Leader: **GERRY BEIRNE**

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 (AIS), and the Parent Involvement Policy (PIP). 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.

5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
John Ficalora	*Principal or Designee	
Chris Sias	*UFT Chapter Leader or Designee	
Debora Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Janelle Najhafeez Megan Moya	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Gabriella Altomarino	Member/ CSA	
Jennifer Schneider	Member/ UFT	
	Member/	
Liliana Gutierrez	Member/ Parent	
Luz Stella Palaejos	Member/ Parent	
Karan Keiser	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 HERE.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided HERE.

- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.

- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	**School Leadership Team Signature Page**
x	**The SCEP Overview**
x	**Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-**
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	**Academic Intervention Services (AIS)**
x	**Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

Priority Schools Only

x	**Expanded Learning Time (ELT) Program Description**

School Information Sheet for 24Q455

School Configuration *(2013-14)*					
Grade Configuration	09,10,11,12	**Total Enrollment**	2074	**SIG Recipient**	N/A
Types and Number of English Language Learner Classes *(2013-14)*					
# Transitional Bilingual	N/A	**# Dual Language**	N/A	**# Self-Contained English as a Second Language**	N/A
Types and Number of Special Education Classes *(2013-14)*					
# Special Classes	N/A	**# SETSS**	N/A	**# Integrated Collaborative Teaching**	131
Types and Number of Special Classes *(2013-14)*					
# Visual Arts	20	**# Music**	24	**# Drama**	N/A
# Foreign Language	60	**# Dance**	N/A	**# CTE**	34

School Composition *(2012-13)*			
% Title I Population	1.7%	**% Attendance Rate**	82.0%
% Free Lunch	70.0%	**% Reduced Lunch**	5.3%
% Limited English Proficient	31.4%	**% Students with Disabilities**	12.0%
Racial/Ethnic Origin *(2012-13)*			
% American Indian or Alaska Native	0.4%	**% Black or African American**	9.4%
% Hispanic or Latino	59.8%	**% Asian or Native Hawaiian/Pacific Islander**	25.5%
% White	4.2%	**% Multi-Racial**	0.3%
Personnel *(2012-13)*			
Years Principal Assigned to School	20.17	**# of Assistant Principals**	12
# of Deans	N/A	**# of Counselors/Social Workers**	12
% of Teachers with No Valid Teaching Certificate	0.8%	**% Teaching Out of Certification**	4.7%
% Teaching with Fewer Than 3 Years of Experience	16.5%	**Average Teacher Absences**	7.3
Student Performance for Elementary and Middle Schools *(2012-13)*			
ELA Performance at levels 3 & 4	N/A	**Mathematics Performance at levels 3 & 4**	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	**Science Performance at levels 3 & 4 (8th Grade)**	N/A
Student Performance for High Schools *(2011-12)*			
ELA Performance at levels 3 & 4	65.2%	**Mathematics Performance at levels 3 & 4**	47.3%
Credit Accumulation High Schools Only *(2012-13)*			
% of 1st year students who earned 10+ credits	N/A	**% of 2nd year students who earned 10+ credits**	N/A
% of 3rd year students who earned 10+ credits	N/A	**4 Year Graduation Rate**	60.8%
6 Year Graduation Rate	66.9%		
Overall NYSED Accountability Status *(2012-13)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	X	**Focus School Identified by a Focus District**	
Priority School	X		

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2011-12)*			
American Indian or Alaska Native	N/A	**Black or African American**	N/A
Hispanic or Latino	N/A	**Asian or Native Hawaiian/Other Pacific Islander**	N/A
White	N/A	**Multi-Racial**	N/A
Students with Disabilities	N/A	**Limited English Proficient**	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics *(2011-12)*			
American Indian or Alaska Native	N/A	**Black or African American**	N/A
Hispanic or Latino	N/A	**Asian or Native Hawaiian/Other Pacific Islander**	N/A
White	N/A	**Multi-Racial**	N/A
Students with Disabilities	N/A	**Limited English Proficient**	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science *(2011-12)*			
American Indian or Alaska Native	N/A	**Black or African American**	N/A
Hispanic or Latino	N/A	**Asian or Native Hawaiian/Other Pacific Islander**	N/A
White	N/A	**Multi-Racial**	N/A
Students with Disabilities	N/A	**Limited English Proficient**	N/A
Economically Disadvantaged	N/A		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2011-12)*			
American Indian or Alaska Native	N/A	**Black or African American**	Yes
Hispanic or Latino	Yes	**Asian or Native Hawaiian/Other Pacific Islander**	Yes
White	Yes	**Multi-Racial**	N/A
Students with Disabilities	No	**Limited English Proficient**	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics *(2011-12)*			
American Indian or Alaska Native	N/A	**Black or African American**	No
Hispanic or Latino	No	**Asian or Native Hawaiian/Other Pacific Islander**	No
White	Yes	**Multi-Racial**	N/A
Students with Disabilities	No	**Limited English Proficient**	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2011-12)*			
American Indian or Alaska Native	N/A	**Black or African American**	No
Hispanic or Latino	Yes	**Asian or Native Hawaiian/Other Pacific Islander**	Yes
White	No	**Multi-Racial**	N/A
Students with Disabilities	No	**Limited English Proficient**	Yes
Economically Disadvantaged	Yes		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
SCEP addressed school specific needs as per SED and DOE reviews				
Describe the areas for improvement in your school's 12-13 SCEP.				
1. Improved academic performance of ELLs and SWDs 2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, in teaching and learning				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved.				
Were all the goals within your school's 12-13 SCEP accomplished?		**Yes**	x	**No**
If all the goals were not accomplished, provide an explanation.				
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	**Yes**		**No**

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.
Time to implement and coordinate the new demands of MOSL, MOTP, CCLS
List the 13-14 student academic achievement targets for the identified sub-groups.
5% improvement in ELA and math for the lowest third, ELLs, and SWDs
Describe how the school leader(s) will communicate with school staff and the community.
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings
Describe your theory of action at the core of your school's SCEP.
The principal and his cabinet work diligently and tirelessly to create a calmer and more respectful environment that fosters higher level of student and adult learning
Describe the strategy for executing your theory of action in your school's SCEP.
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet to modify curriculum to increase access for all students. SLC meets daily with scheduled LASW and PD weekly
List the key elements and other unique characteristics of your school's SCEP.
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Increase teacher capacity in designing varied learning experiences aligned to a school wide belief system and differentiated to meet diverse student needs that promote cognitive engagement for all students.							
Review Type:	QR	**Year:**	2012	**Page Number:**	5	**HEDI Rating:**	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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		**2.3 Systems and structures for school development**
x	**2.4 School leader's use of resources**		**2.5 Use of data and teacher mid-management effectiveness**

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards: 2. Supervisors, in collaboration with teachers, will develop an individual professional development plan for each teacher. 3. Supervisory staff will meet individually with teachers to review student data and develop plans for improving student achievement. (Fall 2013) 4. The Principal and his Cabinet will work collaboratively to set up benchmarks and observation protocols aligned with Danielson competencies. Common Planning Time agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, assistant principal, teachers 2. Principal, assistant principal, teachers 3. Principal, assistant principal, teachers 4. Principal, assistant principal, teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice 2. Completion of a professional development plan for each teacher 3. Completion the initial review of student data and the development plans for improving individual student achievement 4. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress
D. Timeline for implementation and completion including start and end dates
1. September to February 2014 2. September to November 2013 3. September to November 2013 4. September 2013 to May 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Time for professional development, per session and per diem 2. Scheduled time during the school day for individual conferences with each teacher and an administrator

3. Scheduled time during the school day for individual conferences with each teacher and an administrator
4. Scheduled time during the school day teacher observation and pre- and post conferences,

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**PF Set Aside**		**Tax Levy**		**Title IA**		**Title IIA**	x	**Title III**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		**PF CTE**		**PF College & Career Readiness**	x	**PF Common Core**
	PF ELT		**PF Inquiry Teams**		**PF NYS Standards and Assessments**		**PF Parent Engagement**
	PF Positive Behavioral Management Programs				**PF RTI**		**PF Supporting Great Teachers & Leaders**

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Increase the alignment of curricula across grades and subject areas to key Common Core Standards and refine units in order to increase cohesion and advance postsecondary readiness.							
Review Type:	QR	**Year:**	2012	**Page Number:**	4	**HEDI Rating:**	D

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum**		**3.3 Units and lesson plans**
	3.4 Teacher collaboration		**3.5 Use of data and action planning**

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. The Data specialist will provide teachers with school-wide as well as individual student data in areas of ELA and math. Teachers will be trained to use Skedula to gain knowledge of interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS 2. Educational Consultants and assistant principals will provide staff with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS 3. Teacher teams will meet 2x a month during common planning time to plan and align curriculum 4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units. 5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study
B. Key personnel and other resources used to implement each strategy/activity
1. Data specialist, teachers 2. Educational consultants, assistant principal, teachers 3. Teacher teams

4. Teachers, network achievement coaches and ELL specialist
5. New teachers, principal, per diem and per session

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completed data analysis for each student, observation of implementation of monthly professional development
2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Minutes of bi-monthly planning sessions detailing planning time
4. Observation of implementation of the LASW protocol during teacher team planning time
5. High attendance of new teachers at voluntary principal meetings

D. Timeline for implementation and completion including start and end dates

1. December 2013
2. Quarterly, October 2013 to May 2014
3. Bi-Monthly, October 2013 to June 2014
4. Weekly, October 2013 to June 2014
5. Monthly October 30 -February 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session for data analysis for after school meeting
2. Per session for after school and per diem for PD coverage
3. Scheduled time during the school day for common planning
4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
5. Meet and Eat meetings during teacher lunch periods for new teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**PF Set Aside**		**Tax Levy**	x	**Title IA**		**Title IIA**	x	**Title III**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		**PF CTE**		**PF College & Career Readiness**	x	**PF Common Core**
	PF ELT		**PF Inquiry Teams**		**PF NYS Standards and Assessments**		**PF Parent Engagement**
	PF Positive Behavioral Management Programs				**PF RTI**		**PF Supporting Great Teachers & Leaders**

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

In most classes visited, subject content focused on preparing students for Regents Examinations using sample Regents tasks. Inconsistencies were found across classrooms whereby some tasks did not contain appropriate rigor to enable English Language Learners and Students with Disabilities to demonstrate postsecondary readiness or the knowledge base for upcoming national assessments on the Partnership for Assessment of Readiness for College and Careers (PARCC).

Review Type:	QR	**Year:**	2012	**Page Number:**	4	**HEDI Rating:**	D

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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**		**4.3 Comprehensive plans for teaching**
	4.4 Classroom environment and culture	x	**4.5 Use of data, instructional practices and student learning**

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all students, including ELLs and SWDs ,will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
To improve achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: workshops will be conducted with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs 1. Network Special education achievement coach will work directly with grade and subject area teams to ensure units are in alignment with CCLS and informed by data 2. Network ELL specialist will provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. He/She will support teacher teams as they develop ELA units and tasks for ELLs. 3. Network Special education achievement coach, will facilitate PD activities for teachers of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum 4. Teacher programs include 5 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.
B. Key personnel and other resources used to implement each strategy/activity
1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers 2. Network Special education coach, grade and subject area teams 3. Network ELL specialist, ESL and classroom teachers 4. Network Special education achievement coach and SE teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom 2. Units of study that exhibit CCLS alignment 3. Improved performance of ELLs in ELA as evidenced by interim assessments 4. Improved reading and writing instruction as per teacher observation
D. Timeline for implementation and completion including start and end dates
1. Monthly workshops and assessment, November 2013 to June 2014 2. Monthly workshops and assessment, November 2013 to June 2014 3. Monthly workshops and assessment, November 2013 to June 2014 4. Monthly workshops and assessment, November 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Educational consultant, common planning time for teachers to attend PD sessions 2. Network Special education achievement coach, common planning time for teachers to attend PD sessions 3. Network ELL specialist, common planning time for teachers to attend PD sessions 4. Network Special education achievement coach, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**PF Set Aside**		**Tax Levy**	x	**Title IA**		**Title IIA**	x	**Title III**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		**PF CTE**		**PF College & Career Readiness**	x	**PF Common Core**
x	**PF ELT**		**PF Inquiry Teams**		**PF NYS Standards and Assessments**		**PF Parent Engagement**

	PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Increase the alignment of rubrics to key Common Core Standards and curricula, to identify student achievement trends across grade levels in order to inform effective instructional adjustments to meet all student needs. *Note The QR did not address Social emotional developmental Health*							
Review Type:	qr	**Year:**	2012	**Page Number:**	5	**HEDI Rating:**	D

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	**x**	**5.3 Vision for social and emotional developmental health**
	5.4 Safety		**5.5 Use of data and student needs**

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
3. Effective use of school counselor to address absence and lateness

B. Key personnel and other resources used to implement each strategy/activity

1. Teacher, data specialist, administrative staff
2. Administrators, guidance counselor, Data specialist
3. Administrators, guidance counselor

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students

D. Timeline for implementation and completion including start and end dates

1. September 2013-October 2013
2. September 2013-June 2014
3. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist
3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**PF Set Aside**	**x**	**Tax Levy**		**Title IA**		**Title IIA**	**x**	**Title III**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .							
	PF AIS		**PF CTE**		**PF College & Career Readiness**	**x**	**PF Common Core**
	PF ELT		**PF Inquiry Teams**		**PF NYS Standards and Assessments**		**PF Parent Engagement**
x	**PF Positive Behavioral Management Programs**				**PF RTI**		**PF Supporting Great Teachers & Leaders**

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Modeling and guided instruction was apparent in social studies and ICT classes containing large numbers of English language learners and students with disabilities. However, across content areas not all teachers provide clear course-specific criteria aligned to assessments. A considerable proportion of teachers from other subjects use their own CCLS performance tasks, which are not accompanied by rubrics or the disaggregation of data. As a result, effective adjustments to instruction based on data analysis, limits teachers' ability to plan appropriately for the identified needs of all students, across all content areas. *Note The QR did not address Family land Community Engagement*							
Review Type:	QR	**Year:**	2012	**Page Number:**	5	**HEDI Rating:**	D

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.			
	6.2 Welcoming environment	**x**	**6.3 Reciprocal communication**
	6.4 Partnerships and responsibilities		**6.5 Use of data and families**

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 5%

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
A. Strategies/activities that encompass the needs of identified subgroups
1. Planning and implementation of a Family outreach plan 2. New Parent Orientation/Family Night/Open House for Parents 3. Monthly implementation of parental offerings 4. Student recognition events
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, assistant principal, parent coordinator, selected teachers 2. Principal, assistant principal, parent coordinator, teachers 3. Parent coordinator 4. Principal, assistant principal, parent coordinator, selected teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Completed Family outreach plan 2. Attendance at Parent Orientation/Family Night/Open House for Parents 3. Parental attendance at parent offerings 4. Parental attendance at Student recognition events
D. Timeline for implementation and completion including start and end dates

1. August-June, ongoing
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Ongoing, September 2013-June 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
3. Parent coordinator's planning and hosting of parent offerings
4. Staff attendance at Student recognition events

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**PF Set Aside**		**Tax Levy**		**Title IA**		**Title IIA**	**x**	**Title III**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		**PF CTE**		**PF College & Career Readiness**		**PF Common Core**
	PF ELT		**PF Inquiry Teams**		**PF NYS Standards and Assessments**	**x**	**PF Parent Engagement**
	PF Positive Behavioral Management Programs				**PF RTI**		**PF Supporting Great Teachers & Leaders**

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

50% of all students eligible for AIS will enroll the ELT program

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

Our program will be based on the *National Center for Research on Evaluation, Standards & Student Testing (CRESST)* report reflecting on two decades of evaluations on out-of-school-time programs The following research-based instructional strategies and activities are characteristic of successful after school programming:

1. Clearly defined program goals and funding that aligns to them
2. Strong, experienced leadership at the ELT program that are able to effectively communicate and manage staff
3. Staff members that motivate students
4. A program that is well-aligned to the school day but provides new, different, and engaging learning opportunities for participants
5. Continual evaluation and assessment of the program and a staff that ensures goals are being met

ELT programs will be offered after school, vacation and weekends, there are over 500 hours scheduled in teacher per session for this purpose, ELT programs run from September through June and summer school has been and will be offered to at-risk students.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. School principal, assistant principal, teacher ELT planning committee
2. School principal, assistant principal
3. Teachers
4. School principal, assistant principal, teachers
5. School principal, assistant principal, teachers

C. Identify the target population to be served by the ELT program.

1. At-risk student population

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21st Century	**x**	**Tax Levy**	**x**	**Title I SWP**		**Title I TA**		**Title I PF**		**C4E**
x	**Title III**		**Title I SIG**		**PTA Funded**		**Grants**		**In Kind**		

List any additional fund sources your school is using to support the instructional goal below.

Funding for City Year tutoring

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

City Year provides after-school tutoring to prepare students for regents exams.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.				
A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.				
The proposed ELT program will increase the amount and quality of learning time, through after-school and summer programs and opportunities by providing an enriched and accelerated curriculum thus meeting the educational needs of historically underserved populations.				
B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.				
The ELT program will focus on increasing student academic achievement through enrichment The ELT program's academic content aligns with CCLS and the Chancellor's city-wide expectations The ELT program will be delivered by staff who have the capacity to deliver high-quality academic content The ELT program will have a guidance component to address social/emotional needs of the students				
C. Describe how the ELT program will address the unique learning needs and interests of all students.				
The ELT program will address the specific academic and social/emotional needs of low academic achieving children and those at risk of not meeting the State academic content standards.				
D. Are the additional hours mandatory or voluntary?		**Mandatory**	**x**	**Voluntary**
E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
Parental outreach by school staff, including parent coordinator, administration and teachers. In-school outreach by counselors				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
AIS services are provided to identified at-risk students during the day school program utilizing a variety of interventions; the ELT program will be aligned to the school day but provides new, different, and engaging learning opportunities for participants				
G. Are you using an ELT provider procured using the MTAC process?		**Yes**	**x**	**No**
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
Analysis of academic growth of participants It is projected that participants in the ELT program will show a 5% growth in ELA and math achievement from 2013-1014				

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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	**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. **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. **Integrated Co-Teaching**: 19 ELA & 5 ESL collaborative team teaching classes provide instruction to students in English classes to support students at grade level, on levels 1 & 2, and SWDs. **Saturday Academy**: Small group instruction provided to students who need extra support for Regents courses. **Summer School**: Students who did not pass the Regents are allowed to make up the course while preparing for the August Regents administration.	• Small group instruction • Collaborative Team Teaching • Tutoring • Regents Prep sessions Extended Day classes	Services are provided Monday – Friday, during school and Monday-Thursday after-school
Mathematics	**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 afterschool on Monday –	• Small group instruction • Collaborative Team Teaching • Tutoring • Regents Prep sessions • Extended Day classes	Services are provided Monday – Saturday, during lunch periods and after school

	Thursday. **Integrated Co-Teaching**: 15 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. **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. **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.		
Science	**Integrated Co-Teaching**: 18 collaborative team teaching classes provide instruction to students in Science classes to support students at grade level, on levels 1 & 2, and SWDs. Rigorous Regents preparation which includes repeated readings to cite evidence from text, hands on experiences for labs, interactive use of the SMART Board to make the learning more permanent in terms of visuals. Emphasis on writing.	Small group - tutoring Large Group - tutoring One – to – one tutoring Edmodo Apex Learning Plato	After school tutoring Saturday School tutoring SLC tutoring during school – The SLC tutoring is usually one – to one or very small groups.
Social Studies	**Integrated Co-Teaching**: 23 collaborative team teaching classes provide instruction to classes taught by two teachers **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.	• 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

	<u>Summer School</u>: 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		
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	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	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	The service is provided during the day, before and after school.

Title I Information Page (TIP)

For School Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
x	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
• Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
• As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required 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.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 24	Borough Queens	School Number 455
School Name Newtown High School		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal John Ficalora	Assistant Principal Charlene Nieves
Coach N/A	Coach N/A
ESL Teacher Daniel Conway	Guidance Counselor Marcia Aguancha
Teacher/Subject Area Winne Cao - Bush	Parent type here
Teacher/Subject Area	Parent Coordinator Giselda Zapata
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. 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 currently teaching in the ESL program.	9	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified NLA/foreign language teachers	5	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1910	Total number of ELLs	624	ELLs as share of total student population (%)	32.67%

Part II: 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☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☒	No☐	If yes, indicate language(s):
Dual language program	Yes☐	No☐	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										93	104	97	160	454
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										36	48	33	53	170
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	129	152	130	213	624

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	624	**Newcomers (ELLs receiving service 0-3 years)**	370	**ELL Students with Disabilities**	72
SIFE	232	**ELLs receiving service 4-6 years**	151	**Long-Term (completed 6+ years)**	103

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 SWD. ⓘ

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	269	146	5	93	34	23	53	6	27	415
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	101	28	2	58	13	10	50	5	5	209
Total	**370**	**174**	**7**	**151**	**47**	**33**	**103**	**11**	**32**	624
Number of ELLs who have an alternate placement paraprofessional:										

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**
SELECT ONE										83	104	97	160	**444**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**83**	**104**	**97**	**160**	**444**

*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ 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	8	6	**18**
Chinese										6	16	15	11	**48**
Russian										0	0	0	0	**0**
Bengali										2	9	10	12	**33**
Urdu														**0**
Arabic										1				**1**
Haitian										0	0	0	0	**0**
French													1	**1**
Korean														**0**
Punjabi														**0**
Polish										0	0	0	0	**0**
Albanian										0	0	0	0	**0**
Other										11	28	16	24	**79**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**21**	**56**	**49**	**54**	**180**

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										34	55	33	52	**174**

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										51	47	45	88	**231**
Advanced (A)										44	50	52	73	**219**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**129**	**152**	**130**	**213**	**624**

NYSESLAT Modality Analysis														
Modality Aggregate	**Proficiency Level**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
LISTENING /SPEAKING	**B**													
	I													
	A													
	P													
READING/ WRITING	**B**													
	I													
	A													
	P													

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)									

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	422		118	
Integrated Algebra	89	260	51	99
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	121	239	27	83
Physics				
Global History and	53	182	23	54
Geography				
US History and	129	265	27	59
Foreign Language				
Government				
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)	26	29	15	30				
Chinese Reading Test	4	5	15	34				

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   Newtown High School administers the LAB-R and Spanish LAB-R to incoming students who are new to the New York City School System. For students who have been in the system, we examine previous LAB- R, Spanish LAB-R, NYSESLAT, ELA, and English Regents scores, as well as initial diagnostic writing samples taken in all level classes. LAB-R and NYSESLAT scores are used to ensure proper placement. Additionally, the disaggregated scores are used to identify individual and collective areas of student weakness. e.g. , the majority of our students had lower scores on the writing portion of the NYSESLAT; therefore, we have intergrated NYESLAT preparation in the curriculum, added an additional writing class for beginning and intermediate level students, created English regents classes that are differentiated according to proficiency levels, and we have also used NYSESLAT tasks as a model when assigning writing in all level ESL classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   Data patterns on the LAB-R and NYSESLAT reveal a majority of our students fare better in speaking and listeining than reading and writing for each proficiency group and all grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Newtown High School has gone to great lengths to address students deficiencies in reading and writing as revealed by NYSESLAT test data. First, we have made a concerted effort to use NYSESLAT data to ensure proper student placement. Next, we have revised the curricula to include rigorous fiction and non-fiction texts that are at the appropriate lexile level for our students. In addition, all ESL classes emphasize close reading, vocabulary enrichment, and low and high stakes writing. Moreover, we use common planning time to examine student work and share pedaqgogical best practices. We also offer tutoring, an after school SIFE program, and Saturday classes to assist struggling students.

4. For each program, answer the following:
   a. 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?

Students of all proficiencies and grades appear to have similar test results regardless of whether the test is taken in English or their natives languge. In fact, our ELLs seem to struggle on any exam that requires extensive reading and writing regardless of the language. This is reflected in the results of the NYSESLAT, which show our Ells performing lower on the reading and writing sections of the test. School leadership is working diligently to ensure the curricula, in alignment with the common core standards, address the content and skills necessary to help students succeed on high stakes tests. We have also implemented units of study in all ESL classes that reinforce concepts and vocabulary taught in their content area classes. Students who are eligible to take standardized tests in their native language are also assessed in that language. This year the Acuity will be implemented to help us assess specific student weakenesses in order to drive instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   N/A:
6. How do you make sure that a child's second language development is considered in instructional decisions?
   Newtown High School has transitional bilingual education programs in Spanish and Chinese that serve the majority of our Ells. The premise of these programs is that students can transfer critical thinking skills and strategies learned in their L1 into English. We also use data from NYSESLAT, LAB-R, Spanish LAB-R, student transcripts, diagnostics and interviews in order to identify SIFE students. All teachers who have ELL students are expected to address literacy issues and to differentiate instruction accordingly.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We have a great deal of summative, standardized-test-data with which to evaluate the success of our ESL program. We specifically look for movement on the NYSESLAT from beginner through advanced, an increase in the percentage of intermediate and advanced students passing the English Regents Exam, an increase in the percentage of Ells passing other content area classes and Regents exams, and our Ell graduation rate.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)

All students who are entering a school in New York City for the first time are identified by the following procedures by the Assistant Principal, ESL or the LAB-Besis Coordinator. The parent registers the child and completes a Home Language Identification Survey (HLIS) in the admissions office, Room 207. The HLIS is reviewed and completed by the Assistant Principal and/or the LAB-Besis Coordinator. If the HLIS indicates that a language other than English is used in the home, the student is administered an ESL Placement test in the ESL office by the Assistant Principal, ESL or the LAB-Besis Coordinator. The Placement Test assesses basic comprehension skills and writing skills. The students in then interviewed by the AP or LAB/ Besis Coord. and the students' listening and speaking skills are assessed. If the student is not able to answer any basic questions, it is determined that the student is a beginner. If the student is able to answer more advanced questions and converse, it is determined that he/she is an intermediate or advanced learner and the determination is made when the LAB-R is admistered. All students are then given the LAB-R within ten days of registration (most are administered within a day or two). The LAB-R is scored and reviewed. If the student scores at/or below a state designated level of proficiency, the student is identified as an ELL. Parents are then notified in writing, via the Entitlement Letter, which is sent home with the child, and are invited to attend a Parent Orientation session. The parent of an ELL is enabled to make a sound educational decision as to which program best meets the needs of their child: the transitional bilingual education program in Spanish or Chinese or the Free Standing ESL Program.

The Spanish LAB is administered within 10 school days to identify SIFE students who need additional support in decoding and writing skills. They are then placed in our after school SIFE program for Spanish and English literacy skills. Chinese students are interviewed by the NLA teacher and given a written exam. SIFE students are identified and placed in the after school SIFE program with support in Chinese and English literacy.

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.
In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the parent orientation session where program placement options are presented in the native langauge. The meeting focuses on orienting the parents to the school system and explaining program options. Parent orientation video provides parents of newly enrolled ELLs into the New York City school system, which provides information on the new reorganization and their right to choose educational options for their child. Parents are provided with brochures that explain the three program models:

Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation, and general educational program requirements. Parent surveys and program selection forms are returned to the ESL Department.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
As soon as a student completes the LAB R and is identified as an ELL, the Assistant Principal of ESL, Charlene Nieves or the LAB/Besis Coordinator, Shara Berkowitz, gives the parent the Entitlement Letter, explains it, and asks the parent to sign it. She then files it alphabetically by students' last names in the file cabinet in the inner office of the ESL office which is locked. If the parent is not present when the student completes the LAB R, the LAB/Besis Coordinator gives the student the Entitlement Letter to take home for the parent to sign. The student is instructed to return it to her the next day in the ESL Office, Room 255. The LAB/Besis Coordinator then files it in the appropriate place.

Parent Surveys and Program Selection Forms are given to the parents once the video is viewed. Parents then choose the appropriate program for their child. The LAB/ Besis Coordinator, Shara Berkowitz, ensures that the Selection Form is completed correctly and places it in a file cabinet in the inner part of the ESL Office which is locked. The Selection Forms are filed alphabetically by the students' last names.

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.
Students are given the LAB-R upon entry , if the students does not pass the exam, they are placed in Free Standing ESL or TBE classes. The parent chooses the placement for their child. Parents are given this information in their Native Language .

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered every spring to re-evaluate ELL students to determine whether or not they are still eligible for mandated ESL services. The coordinator porvides training for all ESL teachers. When the pre-slugged grids arrive, they are separated by teacher. Grids are then put in folders which are secure in the ESL office when they are not being used for testing purposes. The speaking portion of the exam is adminstered first then all other parts follow the time frame provided by the state. After the end of each testing session, all materials are returned, accounted for , and secured by the coordinator. In order to make sure many students as possible are tested, teachers and the coordinator work collaboratively to provide ample opportunites for students to make -up all parts of the exam.

6. 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.) 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.
Based on the survey and selection the growing trend among parents is for Spanish and Chinese parents to opt for transitional bilingual program and for other language parents opt for Free Standing ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

1A. Newtown offers self- contained transitonal bilingual education programs in Spanish and Chinese. Free standing The transitonal ESL program , ESL with ELA, Bilingual Content Subject Areas and Native Language Arts. The Free Standing ESL Program offers ESL, ELA with ELA, ESL Content Subject Areas and Native Language Arts. Bilingual and ESL Content Subject Areas classes have mixed profiency levels according the New York State English as a Second Language Achievement Test (NYSESLAT)

1B. ELL students are placed in ESL classes according to their NYSESLAT level. Within each level, students progress and get credit for the class at the end of the year. Content ESL classes are mixed proficiency levels ; however, instruction is differentiated to meet the needs of all students.

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)?

2. All ELLs receive instruction in English regardlesss of whether they follow Free Standing ESL or TBE. New York State Commissioner's Regulations Part 154 determines how many units of ESL instruction each student should receive according to his/her proficency level from the NYSESLAT score or according to the LAB-R score. Beginners receive 540 minutes of ESL instruction per week. Students have a double period of ESL plus a writing support class taught by an ESL teacher. Intermediate Level students receive 360 minutes of ESL instruction per week while Advanced Students receive 180 minutes of ESL instruction. Intermediate and Advanced students receive an additional 210 minutes of ELA instruction per week. In TBE classes, students receive one period of NLA instruction according to CR Part 154.

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 foster language development and meet the demands of the Common Core Learning Standards.

3. Every program model follows a curriculum that specifically addresses the common core standards. Curriculum maps and pacing calendars as well outline specific tasks, strategies, and projects that are aligned to the common core. In order for each English Language Learner (ELL) to meet the high standards set for all students, we have established Language Allocation Strategies to ensure equity and academic growth for ELL students. Language Allocation Strategies are a systematic plan for language development that will guide programmatic and curricular decisions for ELLs until they acquire profiency. These strategies will be implemented to ensure uniformity as well as consisitency in the delievery of instruction to ELLs. Free Standing ESL Content Area teachers use dictionaries to ensure students are developing their vocabulary. Teachers also pair students by language or according the the NYSESLAT. Students are grouped heterogenously so that their peers can help each other. ELL

Content and Bilingual teachers use QTEL strategies and scaffolding techniques to make content more comprehensible to enrich language development. Content teachers meet the demands of the Common Core by asking text based questions where students provide evidence.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   4. For TBE programs, we have bilingual teachers who perform oral and written assessments. Every teacher is NY State certified in bilingual education. Students speaking other languages are evaluated by NY State teachers who are certified in TESOL .

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   Assessments for all four modalities are included in daily lesson plans, pacing clanedars, curriculum maps and guides in both formal and informal assessments. For example, for speaking every class is mandated to have a discusion component. There is dictation for lower level classes and note-taking for our advanced students.
   The current ESL program in the building is a program in which the certified ESL teachers have their own class for either one , two or three periods day. Teachers works on the four modalities of language using ESL strategies.At the present time, there is a scheduled common planning period for ESL and classroom teachers to collaborate together.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   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 former ELLs (in years 1 and 2 after testing proficient).

6 a. Our school plan for SIFE students: These students have been identified needing literary and academic help and in order for them to gain academic growth. Funding is provided for after school literacy classes and Saturday Academy. Rigor materials are used to provide easy accessibility to content-rich opportunties along with phonics enrichment. These classes are taught in Chinese/English and Spanish/English using Integrated CollaborativeTeaching. Teachers who have students with interrupted education differentiate in class accordingly. Such strategies include use of visuals, graphic organizers and read alouds, peer mentoring in groups, and monthly assessments to monitor the acquisition of academic language. Tutoring is available 2 times a week before school and once a week after school for homework help and practice in reading and writing English. Teachers sent a letter home encouraging these students to attend and provide materials to supplement the weekly topics covered in class.

6 b. Our plan for ELLs in school less than 3 years/ Newcomers: Students receive three periods of English/ESL instruction daily. Title III funding provides after school tutoring and Saturday Academic tutoring. QTEL and scaffolding strategies are utlized in ESL classes and content area instruction are implemented into each lessons. Strategies include tiered assignments, use of laptops in the classroom, use of resources from the school library, regents preparation and extra review, leveled texts, use of bilingual dictionaries and visuals in the classrooms, individual small group tutoring, conferencing with teachers, notetaking skills, journal writing, argumentative writing based on informational texts. The data used is as follows: State exams, evidence portfolios, teacher observations, and uniformed departmental tests, which analyzed on a quaterly basis in order to identify student strengths and weakness in the four madalities in addition small learning communties meet on a regular basis in order to analyze student work and collaborate on best practices to address defiencies.

6 c. The school plan for 4- 6 years is to provide specific support in the areas where they need the most help Our first priority is to review the academic history and make sure students are placed in the appropriate classes. We prepare students for the NYSESLAT, Regents, graduation and to be college and career ready. This done through The curricular are designed in order to provide students with the academic skills needed to succeed in all these areas in language that is appropriate to their current language proficiency. They gain additional practice in working with Achieve 3000 a differiented reading program. These students analyze literature, use elements of the writing process, analyze, synthesize, and evaluate information. Students' vocabulary is enriched in classes in the content areas and students are taught to develop their writing in order to gain fluency. Genres of writing include: argumentative, informational, and literary analysis.

6 d. Our plan for long term ELLs is to provide students with tools to gain fluency and academic proficiency. Students are held accountable to the same standards as all other students. However, first we need to assess in which areas students are deficient in order to provide appropriate support. Teachers provide authentic listening and reading materials such as newpapers, magazines, and radio programs

on current issues. Students are guided to use academic language in highly effective classroom discussions and in their writing. Students are encouraged to take the opportunity to pass the NYSESLAT each May. They are prepared with exemplars and are taught the skills of the NYESLAT. Achieve 3000 is implemented as an opportunity to gain proficiency.

6 e. Our plan for former ELLs is to provide students with time extention and the use of bilingual dictionaries and/or glossariesin their classes and state exams. Tutoring is also provided to ensure they given the support needed to pass their classes. In addition, former ELLs who only need a few credits are given the opportunity to attend extended days classes to fulfill graduation requirements.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   All ESL classes are content based integrated coteaching classes that employ a wide variety of authentic materials in science, social studies, and literature that reinforce vocabulary and concepts taught in their content area classes. All instructors of Ells, in both ESL and content area classes, use scaffolding, visuals, bilingual materials, where applicable, and differentiated instruction in order to provide ELL-SWDs the support they need to accelerate to the best of their abilities.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   All SWDs are enrolled in ICT classes. This ensure language and content instruction are delivered according to ISS mandates and language profiency levels. In addition, teachers provide adapted materials and scaffolds in order to ensure can attain their IEPs goals.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish and Chinese		
Social Studies:	Spanish, English, Chinese		
Math:	Spanish, English, Chinese		
Science:	Spanish, English, Chinese		

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
   Bilingual and ESL tutoring for ELLs is offered before and after school and in the Saturday Academy for ELLs in all subgroups (SIFE, SWDs) in ELA, Math, Global, U.S. History, Living Environment, Earth Science, and Chemistry. Glossaries and dictionaries of other langauges are available. Achieve 3000 is being implemented for SWDs, long term ELLs, and ELLs taking the ELA Regents. In addition, each small learning community has identified struggling students and created action plans to address their individual needs. These students will have mentors who will meet with them regularly and assist them with all their problem areas. EWI (Early Warning Intervention) has been implemented weekly to identify students at risk of failing different classes. Teachers will follow up in each case immediately to assist these students and get them back on track.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    We have seen signaficant movement of all level of students are the NYSESLAT exams including increase in the number of students testing out of ESL. In addition, we have created English Regents classes that are differentiated to correspond to student NYSESLAT scores. Moreover, we have revised the curricula to include even more content based materials in Science and History. We are also analyzing student work/exams both in our small learning communites and departmentally in order to further inform the curriculla and pedagogical decisions..
11. What new programs or improvements will be considered for the upcoming school year?
    This year we have created leveled regents classes for all ELLs taking the English Regents.These classes will teach students the skills needed to succeed on the English Regents Exam using materials that are appropriate to their language proficiency as per the NYSESLAT. We have also revised the curricula to put more emphasis on content-area subjects and skills that are aligned to the demands of the new NYSESLAT and Regents exams as well as the Common Core Standards. This year, ICT classes were introduced in the ESL program. The Acuity Regents Predictive assessment will be administered to all intermediate and advanced ELL's in order to target students' needs and use the data to drive instruction. We are also creating Edmodo sites for all classes in order to help students remain up to date on work covered in class, as well as giving make up work for struggling students.

12. What programs/services for ELLs will be discontinued and why?
    N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    The school provides opportunties for ELLs to take AP classes, elective classes in the arts, technology, business, and advanced courses in in Native Language Arts. ELLs are included in school teams and clubs. Many ELLs are a part of the Key Club, Arista, Chess Club, School Leadership, and Yearbook Staff. While more proficient students take advantage of free SAT prep during the summer, our students are offered a college prep program right here in Newtown. Our Summer Explore Program introduces students to NYC history and sites, navigation of the U.S. university system, and resume and college essay writing.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    The school acquired a license for the Plato Software which caters to ELLs' needs. We also use the Achieve 3000 in several classes as well as after school classes. This program provides differentiated texts in the major content levels based on student lexile reading level. Teachers will get training on how to use its resources in the classroom and students will be encouraged to use the program in their free time. The school also has several licenses for educational websites including Discovery Education and World Book On Line. Teachers are provided with passwords to implement the resources in their lessons. Smartboards and Laptops are used as an additonal support in the class. I addition, we have purchased a great deal of content based readers at various lexile levels that have been written into the curricula so that concepts and vocabulary that are learned in content area classes are reinforced in all ESL classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    ELLs who scored below the "proficient" on the NYSESLAT are required to include a period of NLA in scheduling. ELLs in the ESL program are provided accomodations and glossaries during state examinations.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Ells are placed according to their age, grade level and English proficiency level. Our Chinese and Spanish bilingual programs offer content area instruction that is both age and grade appropriate. Students who are older and/or in a higher grade but who stll have limited Enlish proficiency are provided with extra ESL instruction, tutoring, afterschool and Saturday instruction that help prepare them to pass all Regents exams and graduate in a timely manner.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
First, we have a well trained staff to greet new students to the school and help them and their parents navigate the registration process. Parent are hen invited to attend an orientation video presented in their home language. Next, The Leadership Academy conducts new student orientation scheduled during the last week of August. ELLs and mainstream students attend a three hour session during this week to review Newtown's rules, regulations, and a model schedule. Students become acquainted with building's rules and regulations. Counselors and teachers are introduced and address students. Student Guides are distributed.Counselors train students who have been in the school for a few years to mentor new arrivals. The peer mentors meet with the mentees twice a week and help them with their classes and any other questions they have regarding the school.

18. What language electives are offered to ELLs?
ELLs have opportunites to enroll in College credit bearing programs- Queensborough and /or elective in Spanish, Chinese and French literature courses. The Foreign Language Department offers a Spanish Drama Class for NLA students and AP Spanish and Chinese. In addition, the Foreign Language Department offers a Poetry Recitation Contest in Spanish and Chinese, among other languages in the month of April.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development workshops for staff working with ELLs are ongoing throughout the 2013-2014 school year. These workshops ensure the receipt of 7.5 hours for general education staff members, bilingual, ESL teachers and 10 hours for special education teachers and paraprofessional, as per Jose P. include:

September 2013 Common Core Standards in the ESL / Bilingual classroom
Analyzing and Interpreting Assessment Data
October 2013 Complet text and Close Reading
November 2013 Skills Addresssed on the NYSESLAT
December 2013 Using Technology in the ESL classroom
January 2014 ICT Strategies for ELLs
March 2014 Building Academic Language
April 2014 Teaching Activities to support NYSESLAT Preparation
May 2014 Scaffold in the Content Area Classes
June 2014 Supporting ELLs After Achieving Proficiency

Professinal development is implemented for all teachers of ELLs during common planning time and after school. Bilingual Social Studies, Science , Math and ESL Content teachers participate in PDs once a week focusing on specific topics such as Common Core, Danielson, Academic Language, Close Reading and Scaffolding Strategies. Each Professional development session is designed to engage the participants in practical strategies that can be implemented in their classroom, as well as widen their knowledge in pedagogy.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?

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/bilingual teachers. The Saturday ESL for Parents class is 9:00 a.m. to 12:00 p.m. from October 2013 through June 2014.

Workshops and seminars for parents of ELLs include:

- Financial Aid Management
- Parent Connection (for ELLs new to NYCDOE)
- Free Tutoring Registration

Parents also take part in the School Leadership Team and Parent Association meetings held on the first Thursday each month. 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.

Parent are assisted in accessing ARIS Parent Link Portal system in order to monitior their children's progress. In addition, the Parent Coordinator reaches out to parent to explain school policy, educational programs, expectations, and provide parents with support. They are invited to participate in PTA meetings and functions, and translation services are provided, when needed and available. The teachers who facilitate these sessions speak Chinese, Spanish, English and Urdu. Materials are translated in the common languages. We also have students leaders assist in other languages such as Bengla and Napali.

E. 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 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 Meetings.
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.
9. Regular Robo calls for general information and special announcement are given in three languages.
10. Orientation workshops are given to parents in their home language.

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 and through Robo calls. 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 personel 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.

Part VI: LAP Assurances

School Name: Newtown High School		School DBN: 24Q455	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Ficalora	Principal		9/27/13
Charlene Nieves	Assistant Principal		9/27/13
Griselda Zapata	Parent Coordinator		9/27/13
Daniel Conway	ESL Teacher		9/27/13
	Parent		1/1/01
Winnie Cao-Bush	Teacher/Subject Area		9/27/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marcia Aguacha	Guidance Counselor		9/27/13
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **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.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

2013-14 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 #44 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Newtown High School	DBN: 24Q455
This school is (check one): ☐conceptually consolidated (skip part E below) ☒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): ☒Before school ☒After school ☒Saturday academy ☐Other:
Total # of ELLs to be served: 624 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒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. The program offers ESL, NLA (Spanish and Chinese), Living Environment, Earth Science, and make-up labs (Spanish), Global Studies (Chinese) Bilingual Alegbra (Spanish) literacy development and English Regents Preparation for ELLs. All teachers involved are certified Bilingual and ESL teachers. ESL teachers use Achieve 3000 twice a week after school. The teachers will provide readings according to their lexile in class and go over the 5 steps to the literary routine. Students can access the program during, after school and weekend and they can reread the articles that are differentiated for each student according to his/her lexile level. Students also respond to the multiple chioice 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 2013 through May, 2014, 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 form 3:30 p.m. to 5:30 p.m. Topics to be addressed during these professional development sessions are as follows: 1. Common Core Standards 2. Teaching activities to support content area instruction 3. Academic Language 4. Preparing ELLs for the NYSESLAT 5. Complex Text and Close Reading 6. Scaffolding Strategies 7. Differentiated Instruction

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 2013 through June 2014. Parent workshops for ELLs are planned in areas such as Orientation for the NYC school system, financial

Part D: Parental Engagement Activities
aid, familiarizing parent with state exams, common core standards, 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 ad 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 • Aris Training

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $93444		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	27,417.00	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 teachers. Teachers working in the

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $93444		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		supplementary instructional program will receive professional development after school form 3:30 p.m. to 5:30 p.m.
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	58,220.00	General instructional supplies for after school weekday/weekend academy will include: paper, writing pads, markers, pens, bulletin board materials,certificates, books and other supplies. Books used in after school will be purchased to meet the needs of ELLs students. For example, New York ELLs @ 18.65 per copy
Educational Software (Object Code 199)	5,807	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 chioice 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.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $93444		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other	2,000	During PTA meetings, the school will provide light refreshments for parents of ELL students.
TOTAL		