



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NEWCOMERS HIGH SCHOOL
DBN (i.e. 01M001): 30Q555
Principal: ORLANDO SARMIENTO
Principal Email: OSARMIE@SCHOOLS.NYC.GOV
Superintendent: TAMIKA MATHESON
Network Leader: NANCY DIMAGGIO

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
Orlando Sarmiento	*Principal or Designee	
Timothy Becker	*UFT Chapter Leader or Designee	
Jianguo Zhang	*PA/PTA President or Designated Co-President	
Monica McLaughlin	DC 37 Representative, if applicable	
Katherine Alegre Wascar Almonte	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John Perlaza	Member/ CSA	
Nelida Rodriguez	Member/ UFT	
Carmen Bueno	Member/ Parent	
Josep Juan	Member/ Parent	
Ou Yuexiang	Member/ Parent	
Yang Donglong	Member/ Parent	
	Member/	

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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August of 2014, students in cohort P (class of 2014) will show a 3% increase for all students in meeting the ELA/Math NYSED Aspirational Performance measure (APM) in comparison to the Report issued by NYSED in June 2012 which shows a 25.9% rate for all students in the APM.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our data source is the English Language Arts and Mathematics Aspirational Performance Measure (APM) report from the New York State Education Department, which shows that for the class of 2011 college readiness, was 25.9% while the college readiness for 2012 was 23.5% which shows a downward trend of 2.4%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. We will offer after school and Saturday targeted AIS support for students.
2. We will provide additional instruction in ESL for intermediate and advanced students beyond the requirement from Part 154
3. We will offer teacher professional development through residencies and workshops focusing on strengthening and improving students skills in the four modalities. Residencies are provided by organizations such as Lincoln Center Theater, Manhattan Theater Club, American Place Theater, and the New York City Writing Project based at Lehman College.

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

1. Assistant Principals Meesun John (ESL), John Perlaza (Mathematics & Science), Andy Yuen (Social Studies) and Judy Aguayo (Guidance)
2. Assistant Principal John (ESL), Program Chair Schwartz
3. Assistant Principals Rojas (Administration), John (ESL) and Yuen (The Arts)

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

1. Review of Students' Grades after each marking period as well as results from the January 2014, June 2014 and August 2014 regents examinations; Monitor attendance for student participation in AIS program
2. Review of NYSESLAT and ELA data
3. Teachers, students, and resident artists feedback

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

1. September of 2013 through August of 2014
2. September of 2013 through August of 2014
3. September of 2013 through August of 2014

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

1. As a Title I School Wide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan for September 2013 to June 2014. AIS tutoring classes are added to students' regular program in order to monitor attendance.
2. As a Title I School Wide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan for September 2013 to June 2014. AIS tutoring classes are added to students' regular program in order to monitor attendance.
3. As a Title I School Wide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan for September 2013 to June 2014. AIS tutoring classes are added to students' regular program in order to monitor attendance.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Share with parents in Parents Association meetings and School Leadership Team meetings the importance of students meeting college readiness and the financial advantages since students will avoid taking remedial courses.

2. Consult with parents in the SLT to develop goals and objectives to increase our school's college readiness
3. Disseminate information about the activities to achieve our goal in Parent Association meetings and SLT meetings, and raise awareness of the need for students to be college ready, including the financial incentives and the increased opportunity for students to be accepted in CUNY senior colleges.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By August of 2014, the graduating class of 2014 will show 6% increase in ELA college readiness (earning a 75+ on English Regents' Exam) compared to the graduating class of 2013, which had a 49% college readiness in ELA.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Our data source is the Assessment Performance in the 2008 and 2009 Accountability Cohort from the NYSED High School Accountability Data Verification Report, which shows that for the class of 2012 the ELA college readiness (levels 3 & 4) was 55% while the ELA college readiness for 2013 was 49% which shows a downward trend of 6%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. We will provide additional instruction in ESL for intermediate and advanced students beyond the requirement from Part 154
2. We will offer AIS/tutoring programs: after school and Saturday Program to targeted students.
3. We will provide teachers involved in the AIS program with professional development with a focus on college readiness skills

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

1. Assistant Principal Meesun John (ESL) and Judy Aguayo (Guidance)
2. Assistant Principal Meesun John (ESL) and Assistant Principal Briseida Rojas (AIS, Administration)
3. Assistant Principal Meesun John (ESL) and Instructional Coach Diane Giorgi

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

1. Review of student performance in the marking periods, review of student performance in the English Regents examinations in January, June, and August of 2014.
Monitor student attendance in the AIS Programs
2. Monitor student attendance in the AIS Programs
3. Implementation of professional development strategies in AIS programs

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

1. September 2013 through August 2014
2. September 2013 through August 2014
3. September 2013 through August 2014

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

1. As a Title I School Wide Program School, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan. AIS tutoring classes are added to students' regular program in order to monitor attendance.
2. As a Title I School Wide Program School, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan. AIS tutoring classes are added to students' regular program in order to monitor attendance.

3. As a Title I School Wide Program School, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan. AIS tutoring classes are added to students' regular program in order to monitor attendance.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Share with parents in Parents Association meetings and School Leadership Team meetings the importance of students meeting college readiness and the financial advantages since students will avoid taking remedial courses.
2. Disseminate information about the activities to achieve our goal in Parent Association meetings and SLT meetings, and raise awareness of the need for students to be college ready, including the financial incentives and the increased opportunity for students to be accepted in CUNY senior colleges.
3. Inform parents of students who are not college ready of the activities and opportunities for students to pass English Regents examinations with scores higher than 75, and the professional development we have for teachers.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August of 2014, the graduating class of 2014 will show a 3% increase in the passing of the United States History Regents Examination as compared to the graduating class of 2012, which had a passing rate of 77.65%. This will result in a passing rate of 80.65% in the United States History Regents examination.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our data source is the NYSED Assessment Summary Report, which shows that for the class of 2011 the passing of the United States History Regents exam was 80.16% while the passing of the United States History Regents exam by the class of 2012 was 77.65%, which shows a downward trend of 2.51%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Title III LEP will fund per session for teachers for tutoring programs: after school and Saturday Program.
2. Inquiry facilitators will analyze students' data, identify trends to be examined by inquiry teams and plan strategies to address the trends in the planning and implementation of instruction.
3. TL NYSTL will fund supplemental instructional materials for ESL, Mathematics, Social Studies and Science to be used for intervention courses during the regular school day, including our seminar program, and resources and instructional materials for the After- School and Saturday Tutoring programs.

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

1. Assistant Principal Andy Yuen, Assistant Principal Judy Aguayo
2. Assistant Principal Yuen (Social Studies) and Inquiry Teams Facilitators
3. Assistant Principal Yuen (Social Studies) and Assistant Principal Rojas (AIS, Administration)

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

1. Review of student performance in the marking periods, review of student performance in the United States History Regents examinations in January, June, and August of 2014. Monitor attendance for student participation in AIS programs.
2. Inquiry Teams reflection sessions
3. Review of performances by students in AIS programs in the Regents Examinations

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

- 1. September of 2013 through August of 2014
- 2. September of 2013 through August of 2014
- 3. September of 2013 through August of 2014

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

- 1. As a Title I School Wide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan. AIS tutoring classes are added to students’ regular program in order to monitor attendance.
- 2. As a Title I School Wide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan. AIS tutoring classes are added to students’ regular program in order to monitor attendance.
- 3. As a Title I School Wide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III and human resources to implement this action plan. AIS tutoring classes are added to students’ regular program in order to monitor attendance.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Share with parents in Parents Association meetings and School Leadership Team meetings the importance of students meeting college readiness and the financial advantages since students will avoid taking remedial courses.

- 1. Consult with parents in the SLT to develop goals and objectives to increase our school’s college readiness
- 2. Disseminate information about the activities to achieve our goal in Parent Association meetings and SLT meetings, and raise awareness of the need for students to be college ready, including the financial incentives and the increased opportunity for students to be accepted in CUNY senior colleges.
- 3. Inform parents of students who are not college ready of the activities and opportunities for students to pass United States History Regents examinations.

Keep parents and students informed of improvements through Progress Reports sent directly to the parents each marking period.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.
- B. Key personnel and other resources used to implement each strategy/activity**
1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- D. Timeline for implementation and completion including start and end dates**
1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

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	Academic Intervention Service is aligned with instructional shifts of CCSS, including: Building of academic & content specific vocabulary. Reading of informational text strategies, Writing with an emphasis on citing evidence from text.	Tutoring for small groups of students, ratio is 1 teacher to 20 students or less	After School, Saturday, and Seminars & Lunch Periods
Mathematics	Academic Intervention Service is aligned with instructional shifts of CCSS, including: reasoning with equations, inequalities and congruence	Tutoring for small groups of students, ratio is 1 teacher to 20 students or less	After School, Saturday, and Seminars & Lunch Periods
Science	Academic Intervention Service is aligned with CCSS, including: Building of academic & content specific vocabulary. Reading of informational text strategies, Writing with an emphasis on citing evidence from text.	Tutoring for small groups of students, ratio is 1 teacher to 20 students or less	After School, Saturday, and Seminars & Lunch Periods
Social Studies	Academic Intervention Service is aligned with CCSS, including: Building of academic & content specific vocabulary. Reading of informational text strategies, Writing with an emphasis on citing evidence from text, class discussions and argumentative writing (claims and counter-claims)	Tutoring for small groups of students, ratio is 1 teacher to 20 students or less	After School, Saturday, and Seminars & Lunch Periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in this year's cohort at risk of not graduating on time were scheduled for conferences with the Guidance Counselors. The school provides students with health services from the Department of	Conferences are conducted individually with school counselors The school's nurse services students full-time. The doctor from the Department of Health comes to the	Conferences are held during lunch periods and after-school. The school nurse provides services to students during regular school hours. The DOH doctor visits the school twice a month.

	Health, including support by the school nurse and by visiting doctor.	school twice a month for consultations with students.	
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**Title I Information Page (TIP)
For Schools 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 *TAS 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.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified bilingual certified teachers. • The New Teacher Finder website is used to post vacancies and attract highly qualified teachers. • Rigorous interviews, evaluation of teacher portfolios, and demo lessons are used to hire the most qualified teachers. • Mentors are assigned to support new teachers as well as struggling teachers who require additional support. • Tuition and test fees are reimbursed to those teachers who have been identified as not highly qualified by the BEDS survey.

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).
Our professional development plan for 2013-2014 focuses on the integration of CCLS instructional shifts with an emphasis on the development of academic and domain specific vocabulary across all disciplines. Another area of focus is reading and analysis of information with the expectation that students provide evidence presented in written texts, visual form, and artifacts. Since the overwhelming majority of our students are ELLs, we expand CCLS reading of informational text to include other forms in which teacher present information to students for analysis. We provide opportunities for staff to engage in professional development as follows: during school time in Inquiry Teams, and common planning teams. We also offer PD in department conferences, faculty conferences, on PD days; We offer after-school PD: Targeted CCLS workshops on Language Development across all the subjects, which is our school's instructional focus; We also offer the New York City Writing Project to teachers in the Spring semester, and with the support of CFN 2.02 we offer PD on the Danielson Framework and the Citywide Instructional Expectations.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as Title I, Title III and Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2013-2014: <ul style="list-style-type: none"> • Teacher per session for teacher effectiveness & CCLS workshops • Parent Workshops on various topics including: HS Academic Policy, Teacher Effectiveness and CCLS. • We use SWP funds to offer our students three classes of English language instruction during their regular day program. Regulations mandate that intermediate ELL's receive two classes of ESL instruction; we provide three classes for these students. Advanced ELL's are required to have one ESL class and one English class; again, the school provides these students with three extra hours. Students in English receive four hours, with the fourth hour having reduced class size. • We also use combined funds to provide a higher ratio of school counselors to the size of the student body. We have four school counselors for approximately 1000 students. A retired Guidance counselor works for one week once a month with tenth and eleventh graders, preparing them for college and helping them with the application forms, financial forms, as well as college choices.

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.

Through Inquiry Teams teachers administer diagnostics test and final tests to measure students' skills development in alignment with CCLS. This year we are focusing on Reading Informational Text 1. We also conduct sessions in which teacher review Regents Item Skills data to inform the writing of curriculum maps.

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
- participate in academic support opportunities and activities (e.g. After-School program, Saturday Program, SES Programs, Athletics Program, Arts Programs, Community Service Programs);
- adhere to the dress code of Newcomers' High School;
- restrain from using personal electronic devices that distract instruction (including ipods and cell phones);
- behave appropriately and follow school protocols during school wide events such as: school trips, arts and cultural events, student assemblies, sports and athletic events, evacuation drills, fire drills, shelter drills, and lock down drills.

This Parent Involvement Policy was updated in September of 2013.

The final version of this document will be distributed to the school community in Parents Association meetings, and Student Government meetings throughout the 2013-2014 school year, and will be available on file in the Parent Coordinator's office.

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

Newcomers High School takes the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation includes identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The Parent Coordinator, along with members of the PA Executive board organizes the parent feedback and presents the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will be addressed through the annual PASS visit conducted by parent members of the school leadership team.

Newcomers High School builds the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

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

**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 30	Borough Queens	School Number 555
School Name Newcomers 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 Orlando Sarmiento	Assistant Principal Meesun John
Coach	Coach
ESL Teacher Mariel Dinan	Guidance Counselor Oscar Alfonso
Teacher/Subject Area Lisa Schwartz/ESL	Parent Jianguo Zhang
Teacher/Subject Area Carmen Montoya/Math	Parent Coordinator Eduardo Duarte
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	22	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	14	Number of certified NLA/foreign language teachers	5	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	936	Total number of ELLs	824	ELLs as share of total student population (%)	88.03%
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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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese, Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										13	20	11	0	44
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										7	15	20	16	58
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	20	35	31	16	102

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	824	Newcomers (ELLs receiving service 0-3 years)	647	ELL Students with Disabilities	5
SIFE	14	ELLs receiving service 4-6 years	177	Long-Term (completed 6+ years)	2

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	604	9		4	1					608
Dual Language										0
ESL	214	4		2						216
Total	818	13	0	6	1	0	0	0	0	824

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
Spanish										71	151	103	92	417
Chinese										15	59	43	70	187
SELECT ONE														0
TOTAL	0	86	210	146	162	604								

*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	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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										2	7	3	2	14
Chinese										6	3	4	0	13
Russian										1	2	0	2	5
Bengali										6	38	21	15	80
Urdu										2	0	0	2	4
Arabic										6	6	3	1	16
Haitian										2	4	4	2	12
French										1	4	1	3	9
Korean										2	1	0	1	4
Punjabi										0	1	0	2	3
Polish										0	4	0	4	8
Albanian										1	0	0	0	1
Other										12	21	10	8	51
TOTAL	0	0	0	0	0	0	0	0	0	41	91	46	42	220

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)										75	145	36	16	272

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)										25	79	90	84	278
Advanced (A)										21	43	48	80	192
Total	0	0	0	0	0	0	0	0	0	121	267	174	180	742

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					0
4					0
5					0
6					0
7					0
8	20	6			26
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	37		29		26		8		100
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	353		173	
Integrated Algebra	115	264	98	251
Geometry	74		74	
Algebra 2/Trigonometry	132		99	
Math				
Biology				
Chemistry	90		59	
Earth Science	69	57	30	50
Living Environment	40	305	35	287
Physics				
Global History and Geography	213	320	85	320
US History and Government	47	224	43	178
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	59	81	114	250				
Chinese Reading Test	39	76	80	140				

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.

Paste response to question here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
A comparison of the scores for 410 students who took the NYSESLAT in 2012 and 2013 shows an increased numbers of students in their level of performance. In 2013, 14.87% of students scored as beginners whereas in 2012, looking at the scores of the same group, 30% of students scored as beginners. The data shows that 60% of beginning level students moved up in their proficiency level. In 2012, 54.87% of students were in Intermediate level, 14.63% in Advanced level, and 0% in Proficient level. In 2013, 42.46% of students were in Intermediate level, 31.22% in Advanced level, and 12.45% in Proficient level.
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](#))

A comparison of the 2012 and 2013 NYSESLAT scores by modalities shows that student gain in scores is the highest in Listening, and then Reading, Speaking, and Writing respectively. This pattern of student performance in different modalities inform our instructional decision in increasing learning activities that promote and reinforce productive (speaking and listening) skills. Using AMAO tool, we monitor whether students have made progress by earning higher scores even if they have not moved up in their proficiency level.

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?
 - 4a. Exam results show that passing rates were higher in Integrated Algebra, Earth Science, Living Environment, and Global History and Geography when exams were offered in both English and students' native language. It should be noted that these exams are administered to students in 9th and 10th grades and are the first exams that our new admits take. The passing rate for US History (for 11th grade) was higher by 12.03% for students who took the exam in English. The exams that are only offered in English including Chemistry, Algebra2/Trigonometry, and Comprehensive English had passing rates of 65%, 100%, and 49% respectively.
 - 4b. In our interdisciplinary Inquiry Teams, we have examined the scores of the Periodic Assessments (Acuity Predictive for ELA) to identify achievement gaps in reading skills. Inquiry Teams developed diagnostics test in areas such as drawing conclusions, distinguishing relevant and irrelevant information, identifying key concepts. Teachers then developed teaching strategies and tasks to teach these skills. Through the inquiry cycle, teachers administered baseline, interim, and final assessment to assess student progress in these skills.
 - 4c. All teachers in our school participate in interdisciplinary Inquiry Teams. Strategies and tasks developed in the inquiry meetings to reinforce the identified reading skills are implemented in all classes--ESL, TBE, and NLA.
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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Language development across content area is one of the instructional goals of our school. Language objectives and content objectives are included in daily lessons of all classes. CUNY Queens College provided professional development on Translanguaging to support teachers in fostering second language development for our ELLs.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program is evident in gains in NYSESLAT levels of performance from 2012 to 2013, the steady increase in graduation rates as well as number of students graduating with advance diploma. The 2013 English Regents data shows that of the students who passed the exam 43% achieved College and Career Readiness defined by CUNY. In the School Progress Report of

2011-2012, the school received an A overall including the subcategory of Student Progress. Our ELL program shows success in Accountability Reports. More importantly, our immigrant students receive an instruction based on rigorous curriculum, which help them meet high school graduation requirements and College and Career Readiness.

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 enroll at Newcomers High School are recently arrived immigrants. The first step of admittance to our school is for the students to go through the "Identification and Placement of ELL's" orientation process. This is a process that takes a maximum of three days and are completed within 10 school days. The orientation includes the following procedures:
On day 1, the parents/guardians complete the Home Language Identification Survey (HLIS) with a trained pedagogue in the Main Office. A trained pedagogue conducts an informal interview in English and in the native language of parents/guardians, and completes the HLIS survey. The parents are then invited to come back the next day and attend a parent orientation meeting. On day 2 of the orientation process the following steps occur; The student arrives at the Library in the morning and he/she takes the LAB-R and the Spanish LAB-R if applicable. These exams are dministered by Ms. Tseleip or Ms. Dinan who are our LAB-R testig coordinators. The results of those exams are given to Ms. Nancy Alveraz, PPS Secretary, who then completes the Entitlement Letter for the parents.

The NYSESLAT is given every year to all of our ESL students. School sends in mail a copy of student's NYSESLAT report along with a Continued Entitlement of Non-Entitlement letter in guardian's preferred language annually. In the letter, guardians are informed of different programs that school offer and their option to change student program at the beginning of each academic year.

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.
On day 2, when the parents arrive to the school they are escorted to Room 116, which is designated for Parent Orientation from 2:00pm to 3:30pm every day, by Mr. Eduardo Duarte, our Parent coordinator at which point the results of the LAB-R are presented to them. A trained pedagogue conducts the Parent Orientation Conference. Parents receive Guide for Parents of ELL and watch the Parent Orientation video in their native language. Parents have opportunities to ask questions about three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) to our parent coordinator (Mr. Duarte), ESL teachers/Lab-R coordinators (Ms. Dinan and Ms. Tselepi), and Assitant Principal of ESL and ELA (Ms. John) before and after viewing the video. In addition, Newcomers High School has several bilingual teachers who speak Spanish, Chinese, Korean, French, Haitian, Romanian, Portuguese, Greek, and other languages and are available to assist in translating in order for the parents/guardians to understand the information presented to them. After all information is presented to the parents they complete the Parent Survey and Program Selection form for their child. Ms. Dinan reviews the HLIS, Parent Survey and the Program Selection Form for accuracy and signature and gives them to the Program Office.
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](#)].)
Our LAB-R coordinator, Ms. Alexandra Tselepi, administers LAB-R to the new admits, enters student score in the school record, and prepares the Entitlement or Non-Entitlement Letter. On the 2nd day of Orientation, parents receive the Entitlement Letter informing them of their child's eligibilty for ESL instruction. Parents complete the Parent Survey and Program Selection forms at

Parent Orientation with an assistance of a licensed pedagogue (Ms. Dinan, Ms. Rodriguez, or Ms. John). Ms. Dinan, our LAB-R coordinator, collects and reviews the HLIS, Parent Survey and the Program Selection Form for accuracy and signature and then gives them to the Program Office. The Program Office staff consists of Ms. Lisa Schwartz and Ms. Carmen Montoya, who review the forms and place the students in the program selected by the parent. A Placement Letter in the parents' preferred language is given to the parents/guardians notifying them of the student's placement at the end of Parent Orientation. Ms. Alvarez, our PPS Secretary, collects Parent Survey and Program Selection Forms, Placement Letter, and record of Entitlement Letter from the Program Office. She enters the required information for newly identified ELLs into the ELPC screen on ATS, and files the completed HLIS, Parent Survey and the Program Selection Form, and the Placement Letter in student's cumulative file to be stored in the file room.

The NYSESLAT is given every year to all of our ESL students. School sends in mail a copy of student's NYSESLAT report along with a Continued Entitlement of Non-Entitlement letter in guardian's preferred language annually. In the letter, guardians are informed of different programs that school offer and their option to change student program at the beginning of each academic year.

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.

On the 2nd day of Orientation, parents receive the Entitlement Letter. A trained pedagogue conducts the Parent Orientation Conference. Parents receive Guide for Parents of ELL and watch the Parent Orientation video in their native language. Parents have opportunities to ask questions about three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) to our parent coordinator (Mr. Duarte), ESL teachers/Lab-R coordinators (Ms. Dinan and Ms. Tselepi), and Assistant Principal of ESL and ELA (Ms. John) before and after viewing the video. Since Newcomers High School has only two of the three types (TBE and ESL), if a parent requests a dual language program, a trained pedagogue informs them of what schools offer dual language programs. Newcomers High School has several bilingual teachers who speak Spanish, Chinese, Korean, French, Haitian, Romanian, Portuguese, Greek, and other languages and are available to assist in translating in order for the parents/guardians to understand the information presented to them. After all information is presented to the parents they complete the Parent Survey and Program Selection form for their child, and receives a Placement Letter. Ms. Dinan reviews the HLIS, Parent Survey and the Program Selection Form for accuracy and signature, and gives them to the Program Office. The Program Office staffs, consisting of Ms. Lisa Schwartz and Ms. Carmen Montoya, review the Parent Survey and Program Selection forms and place students in the program selected by the parents. Ms. Alvarez, our PPS Secretary, collects Parent Survey and Program Selection Forms, Placement Letter, and record of Entitlement Letter from the Program Office. She enters the required information for newly identified ELLs into the ELPC screen on ATS, and files the completed HLIS, Parent Survey and the Program Selection Form, and the Placement Letter in student's cumulative file to be stored in the file room.

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 given every year to all of our ESL students. The ATS RLAB and RLER reports provide the data to determine eligibility for students to take the NYSESLAT. To ensure that the NYSESLAT is administered to all students, an organization committee consisting of Mr. Sarmiento (Principal), Ms. John (Assistant Principal of ESL and ELA), Ms. Tselepi (LAB-R Coordinator), and Ms. Dinan (LAB Coordinator) hold a meeting to plan the testing procedures for each part of the NYSESLAT. Following the administration manual the Speaking, Listening, Reading and Writing parts of the NYSESLAT is administered within the assigned dates. The following licensed ESL and English teachers administer the NYSESLAT to all eligible students; A. Almeda-Pimental, S. Bohdanowycz, M. Canning, N. DePas, L. Decatrel, C. DelFrate, M. Dellis, I. Diaz, M. Dinan, M. Fiorillo, L. Jolley, M. John, D. Kandel, M. Kastner, N. Kramer, J. Mann, S. Sambe, L. Schwartz, M. Tallo, A. Tselepi, S. Wong and S. Zannis. To ensure safety of the exam, each teacher returns their material daily and they are locked in the Testing Office. Also, every teacher signs when they pick up and return their material as advised in the administration manual. As part of program planning, the NYSESLAT Committee and the Program Chair review the NYSESLAT scores of students to determine continued eligibility for services. Students who score Proficient on the NYSESLAT are placed in ELA classes. Parents receive a copy of student's NYSESLAT report along with the Continued Entitlement of Non-Entitlement letter in their native language annually. In addition, students receive their NYSESLAT report in their ESL classes.

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. ① (After a review of the Parent Surveys and Program Selection forms for the past few years, it was observed that in 2010-2011, we had 77% in the TBE program and 23% in the Freestanding ESL program. We observed that the numbers in the past two years for the two programs are consistent. The majority of parents select the Transitional Bilingual Program (either Chinese or Spanish) with ESL services, and that these programs are aligned with parents' requests.

In addition to following State mandated protocol for identifying and placing students in appropriate programs through the HLIS, administering the Parent Survey and Program Selection form after viewing the video for parents that explains the choices in several native languages, the parent coordinator sends letters and updates to parents. All parents are invited to attend every Parents Association meeting and the principal (Mr. Orlando Sarmiento) updates and gives information in those meetings about the services that Newcomers High School has to offer. These hosted meetings include translations for the parents in order for them to understand better and be able to express their concerns and make informed decisions related to their children's education and academic career.

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. Newcomers High School (NHS) is a school that services the needs of recently arrived immigrants to the United States. For most of our students, except for a small number who transfer from middle school., NHS is their first school in the U. S. Therefore, all students at NHS are ELLs or former ELLs. We follow a self-contained organizational model. There are two major instructional programs at NHA. One is the Transitional Bilingual Program (TBE), which includes two language sub-groups: Spanish and Chinese. The other program is the Free-Standing ESL program for ELLs who are part of a small sub-group and those who opt-out of TBE.
 - 1b. All ELLs (regardless of whether their parents select the TBE or Free-Standing ESL program) are tested with the LAB-R and/or tge NYSESLAT and placed in an appropriate ESL level to receive the state mandated minutes of instruction in ESL classes. Students' English language skills and Math skills are assessed upon entering the school. They are then programmed by proficiency level. Classes are arranged by ESL levels - Levels 1 and 2 for beginning, Levels 3 or 4 lower for intermediates levels, and levels 5 and 6 for advanced ELLs.
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)?
 - 2a. Of the 2 ESL classes that students receive, one class is designated the "R" class and consists of six periods of 6 periods of 63 minutes, totaling 378 minutes, and the other class is designated the "T" class and consists of three periods of 63 minutes each, totaling 189 minutes. Advanced level students receive a double period of ESL and a single period of English, Social Studies, Science and Native Language Arts (for Chinese and Spanish speaking students) or grouped by grade level. In the Arts and Physical Education students are heterogenous. Those classes are comprised of students in varying English proficiency level and different grade levels.

In both our TBE and ESL programs, students in the beginning and intermediate level of ESL proficiency, students receive a double period of ESL (63 minutes at 6 times per week which is 378 minutes per week) and a single period of ESL (63 minutes at 3 times per week which is 189 minutes per week). At the advanced level, they receive 189 minutes per week of ESL intruction and 189 minutes of English instruction. Students in the TBE program also receive 309 minutes of NLA instruction.

In both propgrams students receive 618 minutes of ESL/ELA instruction. In addition, their content area classes, i.e. Social Studies, Math, Science, are taught using the SIOP protocol. Each class hs a content objective as well as a language objective. Teachers employ many ESL techniques to scaffold content. All four modalities Reading, Writing, Speaking, and Listening are emphasized. All teachers are beginning to use Core Standards as a guide to assessment. This year the emphasis is on reading informational text and writing argumentative essays.
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.

Content areas are delivered in several ways in both the TBE program and the Free Standing ESL programs. In both programs, teachers use the SIOP model to scaffold not only content objectives but also language objectives. ESL strategies that are used to deliver comprehensible input include sentences starters, sequencing, various vocabulary building strategies, word walls, activating prior knowledge and SQ3R. In the Chinese and Spanish TBE program, the idea is that students will transfer academic, conceptual, and other skills acquired in their native language to academic and conceptual development in English as their second language. The amount of English used in a classroom depends on students' English proficiency. However, it increases gradually as student's English proficiency increases, following the NYS recommended guidelines of 60% native language to 40% English for beginners; 50-50% for intermediates learners; and 25-75% native language to English language use for advanced learners. For example, in a class of all new arrivals, although new concepts may be introducesd in English, beginner students are allowed to use their native language as a means of accomplishing a task, English is used 40% of the time as required by NYC Department of Education, and each leson includes a linguistic summary in English. As the year progresses and student English proficiency increases, the

amount of English used in instruction and in class activities increases accordingly. In classes of intermediate and advanced level students who have acquired basic social interactive and academic language, English is the means of instruction for 50-75% or more of the time.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To evaluate ELLs in their native language the school has several diagnostic exams in place such as the Chinese Writing Test, Spanish Writing Diagnostic Test, and the Lab-R in Spanish. The NLA teachers evaluate students, who are in TBE program, in their native languages throughout the year using assessment tools developed in house. We also facilitate the administration of LOTE Exam for students who speak languages other than English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In-house placement exam in English and LAB-R are administered to new students during the Orientation Process to diagnose their level of English proficiency. In every content and language class, students are periodically assessed using in-house examinations to measure student progress. The in-house exams for ESL and ELA classes are designed following the NYSESLAT and English Regents. They assess the 4 modalities of English. In addition, the NYSESLAT is given every year to all of our ESL students and the English Regents and Acuity are administered to eligible students. The RLER ATS report provides the data to determine eligibility for students to take the NYSESLAT. To ensure that the NYSESLAT is administered to all students, an organization committee consisting of Mr. Sarmiento (Principal), Ms. John (Assistant Principal of ESL and ELA), Ms. Tselepi (LAB-R Coordinator), and Ms. Dinan (LAB Coordinator) hold a meeting to plan the testing procedures for each part of the NYSESLAT. Following the administration manual the Speaking, Listening, Reading and Writing parts of the NYSESLAT is administered within the assigned dates. The following licensed ESL and English teachers administer the NYSESLAT to all eligible students; A. Almeda-Pimental, S. Bohdanowycz, M. Canning, N. DePas, L. Decatrel, C. DelFrate, M. Dellis, I. Diaz, M. Dinan, M. Fiorillo, L. Jolley, M. John, D. Kandel, M. Kastner, N. Kramer, J. Mann, S. Sambe, L. Schwartz, M. Tallo, A. Tselepi, S. Wong and S. Zannis. To ensure safety of the exam, each teacher returns their material daily and they are locked in the Testing Office. Also, every teacher signs when they pick up and return their material as advised in the administration manual. As part of program planning, the NYSESLAT Committee and the Program Chair review the NYSESLAT scores of students to determine continued eligibility for services. Students who score Proficient on the NYSESLAT are placed in ELA classes. Parents receive a copy of student's NYSESLAT report along with the Continued Entitlement of Non-Entitlement letter in their native language annually. In addition, students receive their NYSESLAT report in their ESL classes.

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).

6a. For SIFE students Newcomers provides literacy classes which provides additional support in a small class setting. Students

are

allotted more time (two semesters) to complete the course work. Also, in Math we provide an extra class for beginning algebra students who need the extra skills to complete the Algebra course work. Flexible programming is used to program students with IEP to provide instruction in least restrictive environment.

6b. All of our students are newcomers. Therefore, we provide them with a double period of ESL plus an additional period for a total of 9 hours per week. We also provide Orientation classes to help support them in adapting to what is in many cases a new and different educational system. We also thoroughly explain the graduation requirements and high school expectations upon entrance.

through

6c. For ELLs receiving service for four to six years, we offer Credit Recovery classes, SES services, Academic Intervention tutoring after school, on Saturday, and during the school day. We also program with flexible scheduling in mind. Some

classes

are offered before the regular school day and after the regular school day. We also program identified students for Regents Preparation classes to help them graduate on time.

6d. As only students with less than one year in the U. S. are admitted, Newcomers does not have any long-term ELLs completing

years of service.

6e. Former ELLs are programmed for ELA classes. In addition to their ELA classes, students have the option of English elective classes including Journalism, Media Studies, and Human Rights.

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?

A plethora of strategies and techniques are utilized to make language and content comprehensible to English Language Learners. These strategies include using differentiated and integrated instructional techniques. Teachers have content as well as linguistic objectives for each class, using scaffolding concepts (graphic organizers, writing templates, pre-learning, during-learning, and post-learning activities, small group and pair work), activating prior knowledge, linking new learning to past, reinforcing key terms and vocabulary (word walls, note-taking techniques, keeping journals), highlighting functional language in context, adapting materials to make them more comprehensible, promoting critical thinking skills, providing summaries of lessons, using outlines, bringing realia to class, using technology in the classroom (the Internet, SmartBoards, overhead projectors), using collaborative and cooperative learning activities (including various forms of group work). All of these strategies provide students with opportunities to use the language for meaningful exchange and negotiation of meaning, using hands-on activities, using technology and visual as well as aural materials, using demonstrations practicing language, encouraging students participation and present information in class (presentations) completing projects (project-based and thematic activities), doing Constructivist type reading and writing activities (using reading strategies, e.g., prediction, questioning the text, making connections, visualizing predicting, summarizing) and other meaningful, relevant and engaging tasks. The free-standing ESL program classes are self-contained and taught by certified ESL teachers who are trained in using an array of second language teaching methods and techniques as mentioned above. An important teaching goal is to have students pass the NYS Regents in English. Therefore, instruction is guided by the NYS standards and aimed at passing the English Regents as well as other Regents exams. For example, students are taught how to read and write critically, analyze data, discuss literary elements, read a text and take a position and defend it using evidence from a text or elsewhere, and so forth in all content area classes as well as the English classes.

Additionally, all bilingual program students receive ESL and ELA instruction as required by CR-Part 154. The Spanish TBE program offers Spanish-speaking students Native Language Arts (NLA) Spanish in Levels 1-8. Language and Literature Advanced Placement Spanish classes are also offered. Bilingual Spanish content area classes are offered in 1st and 2nd year Earth Science, Living Environment, Global History, U.S. History, and 1st and 2nd year Integrated Algebra. The Chinese TBE program offers Chinese-speaking students NLA Chinese in Levels 1-6. Bilingual Chinese content area classes are also offered in Integrated Global History and U.S. History, Algebra 2nd year, Geometry, Living Environment, and Earth Science. There is also a Chinese Advanced Placement course offered for qualified students. The means of instruction in the Freestanding ESL Program at Newcomers includes a broad range of ESL teaching methodology.

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?

We offer a program grid that schedules students for up to 9 classes a week. We offer morning classes that begin at 7:30 am and lab classes taught after the regular school day. Our grid schedule allows us to provide a seminar one period a week where specific needs of students are addressed, whether it be the College Preparation and Application Process, make-up Science labs, and Regents Preparation among others.

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:	Chinese, Spanish		

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

Social Studies:	Chinese, Spanish			
Math:	Chinese, Spanish			
Science:	Spanish			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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 <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.

Newcomers identifies students who are at risk throughout the year using data collected from student grade report, in-house assessment tools that are modeled after the NYSESLAT and Regents, and Acuity. Newcomers schedules at-risk students for after-school and Saturday AIS classes. In ESL, we offer Levels 1-6. In Math, we offer Integrated Algebra 1,2,3, and 4. In Science, we have Living Environment and Earth Science. In Social Studies, we have Global History and US History classes. Depending on enrollment and the demographics of the students in need, classes are offered in Spanish and in Chinese Mandarin. In addition, as mentioned earlier, one period a week is dedicated towards aligning the class with specific student's needs. During that period, we offer Integrated Algebra, Global History and US History and Government, and also Science makeup labs. Again, depending on the demographics, these classes are offered in Spanish and Chinese as well as English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In addition to these intervention programs, Newcomers identifies students who are at risk of not passing the English Regents on time throughout the year using data collected from student grade report, in-house assessment tools that are modeled after the NYSESLAT and Regents, and Acuity. They are scheduled for a self-contained class which focuses on Regents preparation in a small group setting. We have set up the same program for students struggling with Integrated Algebra. These students are programmed for a math class to supplement the regular math class.

11. What new programs or improvements will be considered for the upcoming school year?

In the upcoming school year, we will consider creating more intervention services for specific subgroups, ie. older-at-risk students, through their Native Language Arts class.

12. What programs/services for ELLs will be discontinued and why?

We recently discontinued a Native Language Arts class specifically for students who scored in the lowest percentile of the Spanish Lab R exam. We didn't have enough evidence to show that the program was successful and we would like to review various curricula before we offer the class again.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Since 100% of our student population are ELL's or former ELL's, they are afforded access to all school programs. Our Student Government, Athletic teams, and CFO programs are comprised solely of ELLs and some former ELLs.

There are many supplemental services for our ELL's. Newcomers offers students after school and Saturday classes. In ESL we offer Levels 1-6. In Math, we offer Integrated Algebra 1,2,3, and 4. In Science, we have Living Environment and Earth Science and in Social Studies, we have Global History and US History classes. Depending on enrollment and the demographics of the students in need, classes are offered in Spanish and in Chinese Mandarin. In addition, as mentioned earlier, one period a week is dedicated towards aligning the class with specific student needs. During that period, we offer Integrated Algebra (in English and Spanish), Global History, US History and Govt. and Science makeup labs.

Again, depending on the demographics, these classes are offered in Spanish and Chinese as well as English. In addition to these intervention programs, Newcomers identifies students who are at risk of not passing the English Regents on time. They are scheduled for a self-contained class which focuses on Regents preparation in a small group setting. We have set up the same program for students struggling with Integrated Algebra. These students are programmed for a math class to supplement the regular math class.

We also have a partnership with LaGuardia Community College. In the College Now and Bridge Program offers, students take classes in Basic Writing, Communications, Thinking College, Critical Thinking, College Algebra, Statistics and Art. Textbooks, newspapers, internet, Laptops, Smart boards, and Elmo's are all use to support ELL's.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In the content area, teachers use textbooks in English and bilingual textbooks and workbooks. They also use bilingual glossaries, word-walls, and visuals to make the content accessible and enhance English language learning. We also have a partnership with LaGuardia Community College. In the College Now and Bridge Program offers, students take classes in Basic Writing, Communications, Thinking College, Critical Thinking, College Algebra, Statistics and Art. Textbooks, newspapers, internet, Laptops, Smart boards, and Elmo's are all use to support ELL's.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In the TBE program, as the ESL, students are afforded native language support. In the TBE program, depending on the students' English proficiency level and the class, students receive input and give output in their native language. As their English proficiency level increases, the amount of Native language support diminishes, never reaching zero. In the ESL program, students use bilingual dictionaries and are often allowed to express what they know if different way, i.e. visuals, utterances, words. Again, as their proficiency level increases, so does their use of more sophisticated English.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Besides the required ESL and Native Language Arts services, students receive AIS classes based on their academic needs. Older at-risk students are supported through specific intervention classes designed for them in English, Math, Social Studies, and Science (lab) during and after the school hours.

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.

For the students coming from 8th grade, we provide a Summer School bridge program to help the students prepare for high school. However, the majority of our students are enrolled during the Fall and Spring semesters.

18. What language electives are offered to ELLs?

Newcomers High School offers Spanish as a Foreign Language.

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)?

Currently, Newcomers High School does not offer dual language programs.

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.

1. The plan for professional development for all ELL personnel at Newcomers HS includes the following:

On Professional Development days, teachers are trained on how to gather and use data to guide them into differentiating instruction in the classroom. They also participate in various workshops that foster English language learning including:

- the implementation of drama as a tool to stimulate critical thinking and language building with Urban Arts .
- supporting teachers in facilitating the incorporation of the media center as an instructional tool.
- the Sheltered Instruction Observation Protocol (SIOP Model)
- creating curricular maps and units embedded with the Common Core Standards
- incorporating technology (Elmos and Smartboards) in the classroom
- turnkey and implementation of the strategies of the Interdisciplinary Committee

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

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

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

The following personnel is also included in the Professional Development plan for the year:

Guidance counselors receive training on how to support students and families. Parent coordinator received training on how to provide information for parents regarding housing and also for helping ELL students with disabilities, assessment placement and parental involvement . The school aides are trained on how to provide parents with information about admissions requirements. The pupil personnel secretary received training on the identification and placement procedures of ELL students.

Teachers who teach the seminar classes receive training and a calendar of lessons with specific materials on the articulation process. Then, the students who are going to be articulated at the end of the year are programmed in these seminar classes who meet once a week for duration of six weeks. The culmination of the seminar class consists of a high school fair where several school representatives come together at the school to provide information to the students to be articulated.

New teachers are assigned a teaching buddy in their subject area and are mentored through the mentor program. A school pairs up new teachers with an outside mentor (Diane Giorgi Lehman College Writing Project Resident Staff Developer) who provides support in terms of lesson planning, development of language objectives, strategies to incorporate ESL methodologies, etc.

2. The plan for professional development for all ELL personnel at Newcomers High School includes the following:

On Professional Development days, teachers attended workshops on differentiated instruction across the instructional plan by developing curriculum maps, as well as using data as a tool to differentiate instruction. Teachers participated in workshops to use drama as a tool to stimulate critical thinking and to build language. Teachers also met to plan curriculum for our seminar classes. All subject areas teachers are offered workshops on incorporating technology into instruction to help them increase differentiation of

instruction, improve research and writing skills, and to help students to meet CCSS standards. ELA and ESL teachers are offered workshops facilitated by a resident artist from American Place Theater on infusing “Literature to Life” as a practice to foster listening and speaking in ESL classes to reinforce the development of reading and writing skills.

Examples of school-wide workshops presented during professional development days in 2013 include the following: On Tuesday, September 3, 2013 and Wednesday, September 4, 2013: In the morning all teachers attended school wide workshops on: orientation of new students, and expectations of the instructional program at Newcomers High School for teaching and learning. On Election Day, November 5, 2013 we offer all our teachers training on interpreting data to inform the planning and implementation of curricula; we also had a workshop on increasing student engagement facilitated by Diane Giorgi, who is our resident staff developer. The Title I workshops focus on goals that had been developed and the topics were developed by surveying teachers and administrators. We intend to have series of monthly professional development sessions focusing on needs identified by teachers and AP through the observation process and instructional walkthroughs. In the current year 2013-2014 our professional development days have a focus on the integration of the Common Core State Standards in our curriculum and the implementation of teaching effectiveness practices in alignment with the Danielson Framework for Teaching.

Professional development for school leaders includes the following: 1) Math training for AP and lead teacher; 2) Teaching American History Project; 3) CSA Executive Leadership Institute Training for the principal and assistant principal ; and 4) Workshops organized by the Network.

3. The support provided to staff of ELL students when transitioning from 8th grade into high school consists of training teachers to look at the NYSESLAT data specifically at the eighth grade ELA and MATH test scores in order to address academic needs of ELL students when developing curriculum and differentiated instruction lessons. Newcomers High School, for the last two years, is taking part in the high school application process. Therefore, we now accept a number of students from middle schools and junior high schools who meet our admission criteria. School administrators and counselors provide support and assistance to teachers on the orientation of these students to adapt and adjust to our school and to the rigor of high school academic work.

4. To cover the minimum 7.5 hours of ELL training the school provides training to staff members to gain an understanding on how to differentiate instruction to meet the needs of the ELL population using the SIOP model, information on current bilingual educational research for effective bilingual practices. There's also training provided for pedagogues interacting directly with parents during the orientation process. Through professional development, staff members need to deeply understand the programs offered by the school and the options that the parents have for their youngsters.

Non-ESL teachers participate in various workshops to learn strategies to incorporate English acquisition methodologies into their daily lesson. An AUSSIE consultant facilitated a 4 month workshop that met on weekly basis to look at research-based practices, plan a lesson or unit, and visit classrooms to implement the planned lessons and curricular units. In an school-wide Respect for All workshop that was facilitated by Ms. Julie Mann's Human Rights class, students facilitated viewing of the movie, Bully, and leading discussion sessions about the importance of respecting people from different backgrounds. The purpose of the workshop is to sensitize the staff and students to the social-emotional issues teens face and explore the role of individuals and school in preventing bias and hate-crimes. All teachers participate in teacher-teams that are interdisciplinary that meet once a week for one hour. Teachers discuss student work and utilize data in order to make necessary adjustments in pedagogical strategy so all students can forward. Teachers use the teacher teams to collaborate share strategies and methodologies exclusively for the ESL students.

Agendas and sign-sheets are kept in file as a part of school record.

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?
 1. All of our students are ELLs and therefore the majority of parents and guardians are also ELLs or former ELLs. Our parents are very involved in the School Leadership Team, and participate very actively in Parents Association meetings. Parents also participate in school walkthroughs every semester organized by the SLT. Our school has a full time bilingual Parent Coordinator who assists parents during the registration process and throughout the school year as point contact person with the parents and as key member in the organization of parents meetings throughout the school year. The Parent Coordinator also disseminates information in various languages to parents, and communicates with them to telephones parents to keep them abreast of important news, their rights, programs, and the progress of their children. School aides are also bilingual (Chinese and Spanish) and assist in helping parents when they come to register/enroll their children. Parent Association meetings are held monthly and are attended by teachers, aides or others who can translate. Some parents also are part of the School Leadership Team, the Parents Association, and other planning groups in order to keep the parent perspective in the planning of school policies and events. The Parent Coordinator, Mr. Duarte, provides Parents with instructions on how to use the ARIS link during the Parent Association meetings. Saturday school programs include English classes for parents and training on: computer skills, patient rights, immigration issues, graduation requirements and college application process, and others.
 2. Newcomers High School has several partnerships with agencies and community based organization to provide workshops and support to parents of ELLs. Queens Community House (QCH) and the Center for the Integration & Advancement of New Americans (CIANA) are those organizations directly involved in providing workshops and services to ELL Parents. QCH offers six workshops a year which range on topics such as knowing the graduation requirements, providing information on immigration issues, knowing the patient bill of rights, college application process, Financial advisement, and free health resources for parents. Parents are involved through our Parent Association Meetings, which are conducted on monthly basis. During our Parents Association meetings, the parents conduct parent association elections, which are instrumental in selecting the parental government body of the school. Also, during these monthly meetings, the school communicates relevant issues to the parents concerning programming, guidance and college admission information through informative workshops and presentations. Since all of the parents come from diverse ethnic backgrounds and many of them are not fluent in English, meetings are facilitated through the use of simultaneous translating devices. In order to accomplish this, the school purchased an electronic system of radios and communication devices that allow the parents to receive the signals through different channels in various languages including Spanish and Chinese. The school hires interpreters to translate simultaneously the meeting from the English language into Spanish and Chinese. The fact that the parent coordinator and the team of guidance counselors are bilingual is of great benefit for our students and parents when it comes to disseminating information.
 3. We evaluate the needs of parents in the following ways; The first is by conducting a parents survey developed by school leaders and carefully reviewing the resulting data. The second is that parent members of the School Leadership Team participate in a yearly walkthrough of classrooms, offices and hallways in order to identify needs of parents, students, and school in general. After the walkthrough, which includes groups of different constituents such as parents, students, one administrator and teachers, a meeting is held where various needs are identified and possible ways to meet those needs are stated. In the spring, during one of the monthly SLT meetings there's a follow-up or revision of the goals accomplished and needs met.
 4. The School Leadership Team (SLT) is another area through which Newcomers High School elicits parental involvement. The SLT has participation of seven parents including the President, Vice-President, and the Treasurer of the Parents Association Committee. The SLT also conducts monthly meetings where critical components and decision making related to the Comprehensive Educational Plan (CEP) takes place. In order to diagnose the needs of parents, students and school staff, the SLT committee performs a walkthrough of the offices, classrooms and other school facilities. Then, a meeting is set up where each member on the walkthrough shares the walkthrough findings and provides suggestions for improvement. Short and long term goals are set up to be addressed and fulfilled throughout the year. In the Spring semester another walkthrough is performed in order to review and revise the goals accomplished and the goals in progress.

In addition to partnering with organizations that address the needs of ELL Parents, the school also provides workshops to parents during the Saturday Program and the Parents Association Meetings. The activities include providing ESL teaching, workshops about teaching parents how to read and comprehend the report cards and transcripts, graduation requirements, child abuse, and how to access ARIS to look at students grades and records.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Newcomers High School

School DBN: 30Q555

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
ORLANDO SARMIENTO	Principal		11/12/13
MEESUN JOHN	Assistant Principal		11/12/13
EDUARDO DUARTE	Parent Coordinator		11/12/13
MARIEL DINAN	ESL Teacher		11/12/13
JINGUO ZHANG	Parent		11/12/13
LISA SCHWARTZ/ESL	Teacher/Subject Area		11/12/13
CARMEN MONTROYA/MATH	Teacher/Subject Area		11/12/13
	Coach		11/12/13
	Coach		11/12/13
OSCAR ALFONSO	Guidance Counselor		11/12/13
	Network Leader		11/12/13
	Other		11/12/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q555 School Name: NEWCOMERS HIGH SCHOOL

Cluster: 2 Network: 2.02

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

Part A: Needs Assessment Findings

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

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

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

- After assessing the ATS data we found that the predominant language was Spanish, followed by Mandarin.
- We hired bilingual staff principally in Spanish and Chinese and others teachers who speak Portuguese, Haitian Creole, French, and many other languages reflective of the student population.
- Three Guidance Counselors are fluent in Spanish; and one in Mandarin. Other staff members are available when needed in French, Portuguese, Haitian Creole, Korean, and others.
- Findings are reported to the school community through the School Leadership Team.
- The school provides translators for members of the School Leadership Team.

Part B: Strategies and Activities

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

- Important documents needing translation are sent to the Translation and Interpretation Unit. When provided by the DOE, form templates , i.e. condom availability forms, AIS forms, in the covered languages are utilized.
- In house bilingual staff translates other school-related documents that are not available on the DOE website.
- Translated signs are clearly posted in the main office and entrances. Mr. Eduardo Duarte, our Language Access Coordinator, who is also the Parent Coordinator ensures that our staff members understand their responsibility to offer translation and interpretation support to parents with limited English proficiency

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

- We have a courtesy phone in the main office dedicated exclusively for parents which can do conference calls using interpretation services.
- In house staff simultaneously translate speech for parents at PA meetings using special wireless devices as parents listen on earphones in Spanish and Mandarin.
- We have student volunteers in Russian , Bengali and French, and Arabic to translate when necessary at PA meetings when student academics are not being discussed.
- We hire interpreters for parent teacher conferences
- Automated phone messages are received by parents regarding student attendance, student lateness and parent meetings in several languages.

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

- The school sends documents and letters to be distributed to parents to the Translation and Interpretation Unit. Other shorter documents are translated by school staff into various languages.
- Parents are notified that interpreters will be available at Parent-Teacher Conferences.
- Signs are posted at entrances to the school building about the availability of translation services and a telephone is provided in the main office for parents who wish to use a translator. Staff members in the main office speak the school's two most common languages, Spanish and Chinese.
- Translators are provided for members of the School Leadership Team.
- Translator units are provided to parents at Parent-Association meetings in several languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: NEWCOMERS HIGH SCHOOL	DBN: 30Q555
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 918	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 20	
# of certified ESL/Bilingual teachers: 6	
# of content area teachers: 14	

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:

At Newcomers High School, we provide our students with English Language instruction consistent with the standards set by CR Part 154 of the New York State Education Department, with an additional unit of ESL instruction for Intermediate and Advanced level ELLs above and beyond the mandated ESL units:

- For beginning levels of ESL, we offer three units of ESL as per the NY State Education Department mandate.
- For intermediate levels of ESL we offer two units of ESL as per the NY State Education Department mandate plus one additional unit of ESL given as a separate class.
- For advanced levels of ESL we offer one unit of ESL, and one unit of ELA as per the NY State Education Department mandate, plus one additional unit of ESL given as a separate class.

With Title III funding we offer these ESL supplemental classes during the regular time students are in school, which are essential in supporting them to achieve English proficiency, as well as to better prepare to meet NYS graduation by passing the ELA Regents Exam. Title III funds are used to provide supplemental ESL instruction to students in intermediate and advanced levels during their regular day schedule above and beyond the mandated ESL units. Title III is used to provide additional support to intermediate and advanced students who have already been programmed for mandated ESL instruction. The need for additional support is to ensure that students meet and exceed standards in academic language and content. Four teachers teach four groups/class for 3 periods a week. Each teacher keeps attendance, progress notes, and assessments to monitor student progress.

The curricula of the Native Language Arts courses are aligned with the NYS English Language Arts Standards. Our entire instructional program uses the Student-Centered Learning approach, and focuses on students' English Language development, critical thinking skills, and content mastery.

Title III funding is the main source to provide After School Academic Intervention Service Program and Saturday Academic Intervention Service Program, which offer targeted academic support to students who are at risk of failing ESL and content area classes in the current semester. Both of these programs complement our instructional program and help our students meet the NYC Performance Standards and NYS Learning Standards. These programs offer the participating students more focused instruction and the opportunity for the participating teachers to better tailor their instruction to address gaps in academic skills identified by the teachers in the regular day program. Following the curriculum audit co-interpretation, teachers will recommend through Daedalus struggling students to participate in the After

Part B: Direct Instruction Supplemental Program Information

School and Saturday Programs in order to close the achievement gap.

Title III After School AIS Program:

For the Fall Semester, the Title III After School AIS Program is provided from November to January. For the Spring Semester, the After School Program is provided from April to June. It is offered to 300 ESL students in grades 9 to 12 who are at risk of failing courses in ESL, Mathematics, Science, and Social Studies. There will be 15 groups of 10-15 students from grades 9-12. The program will be offered Tuesday, Thursday, and Friday for one hour each day. Seven groups will be served on Tuesday, 5 groups will be served on Thursday and 3 groups will be served on Friday.

The classes in the After School AIS Program are 1 hour long. The groups meet once a week for 8 sessions. The instruction in the After School AIS Program focuses on development of skills and competencies in which students need to reach proficiency and/or mastery of academic language, content knowledge, and critical thinking skills. The teachers use ESL and bilingual methodologies to scaffold, model, and foster student-centered learning. Students are engaged in hands-on activities using various teaching manipulatives and technology, and creating posters, charts, and other visual aids. Supplies supplementary books will be purchased with Title III funds.

The following certified teachers are currently instructors in the After School AIS Program, in ESL: Nina Kramer, Lisa Schwartz, and Mariel Dinan; in Science : Isabella Parpas, Lina Arboleda, Karini Saab, and Karen Ricciardi; in Social Studies: Colby Naranjo, Arabelva Rodriguez, Tim Becker and Spencer Liu; in Mathematics: Daniel Bello and Regina Nevarez. Content area teachers in the After-School program hold bilingual extension certification.

The following is the breakdown of teachers by certification license area:

- 100% of ESL teachers hold the NYS license in English to Speakers of Other Language
- 100% of subject teachers hold the NYS license in the respective content area.

Title III Saturday AIS Program:

For the Fall , the Title III Saturday AIS Program is provided from November to January. For the Spring, the Title III Saturday AIS Program is provided from April to June. It is offered to 300 ESL students in grades 9 to 12 who are at risk of failing ESL, Mathematics, Science and Social Studies. Two sessions of 90-minute tutoring classes are offered for 8 Saturdays each semester. Session I is from 8:30 am to 10:00 am, and Session II is from 10:00 am to 11:30 am.

We are offering 6 ESL classes, 6 Mathematics classes, 2 Science classes, and 4 Social Studies classes, which include 2 bilingual (one Spanish and one Madarin) classes. There will be 9 groups of 10-15 students from grades 9-12.

The instruction in the Saturday Supplemental small group Instructional Program focuses on development of skills and competencies in which students need to reach proficiency and/or mastery of academic language, content knowledge, and critical thinking skills. The teachers use ESL and bilingual

Part B: Direct Instruction Supplemental Program Information

methodologies to scaffold, model, and foster student-centered learning. Students are engaged in hands-on activities using various teaching manipulatives and technology, and creating posters, charts, and other visual aids. Supplies and supplementary books will be purchased for this program with Title III funds.

The Assistant Principal of ESL is the supervisor of the Title III Saturday AIS Program to ensure quality instruction and safety. The supervisor will be there for 4.5 hours each session to assist the library program. The following certified teachers are currently instructors in the program in ESL: Gabriela Kaplan, Jerry Stephens, and Imran Rafique; in Mathematics: Carmen Montoya, Eduardo Alarcon, and Yong Deng; in Social Studies: Tim Becker and Spencer Liu; in Science, Loren Steele. Groups will rotate during the and all students will be served by and ESL or Bilingual certified teacher.

The following is the breakdown of teachers by certification license area:

- 100% of ESL teachers hold the NYS license in English to Speakers of Other Language
- 100% of subject teachers hold the NYS license in the respective content area.

Title III Library Support Program:

As an Academic Enrichment Program, the Library will be open four days a week from November to January for the Fall Semester, and from April to June for the Spring Semester for one additional hour after school for 8 weeks each semester, and 16 Saturdays from 8:00 am to 12:00 pm. On Saturdays, Nelida Rodriguez, the librarian, will have 2 sessions of 90 minute classes providing lessons on research and helping students with independent study and projects. Session I is from 8:30am to 10:00am and Session II is from 10:00 am to 12:00 am. The library will be open for additional 30 minutes before Session I and after Session II for students to access printed materials and computers.

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
- name of provider

Begin description here:

Professional development is on-going. It takes place during the regular faculty and department meetings, after school, and on designated Staff Development Days. Subject level committees meet during Extended Time on Mondays.

Teachers conduct workshops to share effective learning strategies and to examine student work to improve teacher practices. They also engage in "turn-key" training, sharing best practices and techniques they have developed competency through attending off-site conferences and workshops.

The Professional Development Plan for the 2012-2013 school year includes training on the

Part C: Professional Development

implementation of the Teacher Effectiveness Model using the Danielson Framework for Teaching, and developing curriculum units integrating the Common Core State Standards. We will also continue to incorporate use of technology as a tool for instruction to enhance teaching and learning. Other workshops we plan to offer this year include the following topics: Developing and Implementing Effective Assessment Tools, Literacy across Content Areas, Interdisciplinary Connections to Develop Instructional Objectives, Language Development in the Bilingual Classroom, Reviewing Student Work in Critical Friend Groups.

One hour Professional Development workshop is scheduled for teachers for 4 Saturdays. The Saturday Program supervisor will facilitate workshops on the aforementioned topics. The Saturday Professional Development workshops for the Fall 2012 Semester are in November 2012 and January 2013. The Saturday Professional Development workshops for the Spring 2013 Semester are scheduled for April 2013 and May 2013. There will be 9 teachers, and 1 supervisor at each 1 hour workshop funded by Title III.

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:

There are 16 workshops scheduled for parents on Saturdays from 8:30 am to 11:30 pm. For the Fall Semesters, the workshops are provided from November to January. For the Spring Semester, the workshops are provided from April to June. The educational counselor, Kazuko L. Sakamoto, from Queens Community House Organization will facilitate workshops on topics that include resume writing, job searching, interview preparation, and computer literacy. Mayor's Office of Immigrant Affairs will facilitate a series of workshops on immigrant-specific issues. Workshops will be led by Alejandro Alvarez, and Sarah Flatto. To support parents' continued engagement in children's learning, the school leaders, including the Principal Orlando Sarmiento, will give informational sessions on Newcomers High School's instructional programs, academic expectations, graduation requirements, and accessing ARIS Parents. The workshops are offered through partnerships between our school and Community-Based Organizations at no cost to the school.

Part E: Budget

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

Allocation Amount: \$114208

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		????
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		