



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **24Q455**

School Name: **NEWTOWN HIGH SCHOOL**

Principal: **JOHN J FICALORA**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Newtown High School School Number (DBN): 455
School Level: High School Grades Served: 9-12
School Address: 48-01 90th Street Elmhurst NY 11373
Phone Number: 718.595.8500 Fax: 718.699.8584
School Contact Person: Catherine G Tsouristakis Email Address: cysouri@schools.nyc.gov
Principal: John J Ficalora
UFT Chapter Leader: Christopher Sias
Parents' Association President: Debora Martinez
School Leadership Team
Chairperson: Gabriela Altomarino
Student Representative(s): Sarena Tran & Htete Wai

District Information

District: 24 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place Room 307 Flushing NY 11354
Superintendent's Email Address: jmendez@schools.nyc.gov
Phone Number: 718.281.7676 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 536 Network Leader: Gerard Beirne

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
John Ficalora	*Principal or Designee	
Chris Sias	*UFT Chapter Leader or Designee	
Debora Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sarena Tran Htet Wai	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gabriella Altommarino	Member/ CSA	
Jessica McDermott	Member/ teacher	
Jennifer Schneider	Member/ teacher	
John Weigel	Member/teacher	
Liliana Gutierrez	Member/parent	
Luz Stella Palaejos	Member/ parent	
Blanco Jimenez	Member/ parent	
Karen Keiser	Member/ parent	
Ana Hernandez	Member/ parent	
	Member/	
	Member/	

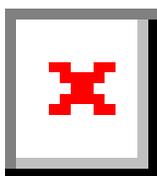
**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

To understand Newtown High School one must first understand the student body that we serve. Our students come from about 100 different countries and speak about 59 different languages. About 39% of our students are new speakers of English and are enrolled in English as A Second Language classes. The number of SIFE students continues to increase each year.

To serve our diverse population, we are organized into six Small Learning Communities. Our ninth grade students are enrolled in our Ninth Grade Success Academy. During ninth grade, our students select one of our other SLCs in which to spend the following three years. We also have an International SLC to serve the needs of our ESL/Bilingual population. Within the SLC a distributive leadership model is used to provide every teacher the opportunity to lead in a crucial area directly related to that SLC. There is a dedicated counselor, dean and Assistant Principal for each SLC. Each SLC conducts an Early Warning Indicators (EWI) meeting once a week using data to identify students who are not doing well in attendance, behavior or course work. The SLC structure is helping us to better serve the needs of our students and to empower teachers to plan for school improvement.

MISSION STATEMENT

Newtown High School is resolutely focused on academic excellence and the cultivation of individual growth and integrity that will prepare our students to assume leadership roles in all avenues of community life. We offer Advanced Placement and college preparatory programs in conjunction with a multitude of support and enrichment opportunities. Newtown provides a world-class education based on exacting standards and the application of critical thinking skills gained through real world experiences. We strive to develop academic, technological, and cultural literacy. Newtown High School is a collaborative community that embraces all of its stakeholders and recognizes their unique contributions to student success. Together we build the foundation that enables our students to meet the challenges of leadership in the twenty-first century.

We are in collaboration with Johns Hopkins University, Diplomas Now. They are funding an onsite facilitator who works with us on Early Warning Indicators and coordination. The collaboration has also enabled us to work with City Year. They have a team of 11 people in the building who provide in class support for our ninth grade and after school tutoring. Another aspect of the collaboration is with Community in the Schools. They will provide an onsite worker who will augment our guidance services for students. This partnership supports students and builds a positive school culture.

We also have collaboration with Queens Community House. We have worked with them over the years to improve attendance and reduce dropouts. This year, we are working with them in a peer mentoring program that will provide supports for students. The Queens Community House also opens their other resources to our students.

Our special initiatives this year include; focus on the Danielson competencies which teachers find most challenging, finding new ways to work with parents in support of their children, expanding teacher team opportunities to foster improved curricula and instruction that is responsive to student needs, and increased focus on the importance of attendance.

We have had many accomplishments during the past year:

- The results on the school survey were very good. This is an indication of the support that the school has from parents, students and staff. With this support we can move forward together for the benefit of our students.
- The school snapshot indicates that we had excellent movement of our students to a least restrictive environment.

This initiative has yielded wonderful results for our students. The attendance of our Special Education students has increased 10-15% over the past and in some months and some grades, it exceeds the attendance of general education students. There are virtually no suspensions among Special Education students.

- Without budget, we have been able to maintain a relationship with Johns Hopkins Diplomas Now & with City Year.
- Our Regents results and graduation rate continue to climb.
- We have increased our College Now offerings moving students to be college ready.

Our challenges include:

- To increase attendance, Regents pass rate and graduation rate.
- To increase parent engagement.

Last year, the tenet in which we made the most growth was Tenet 3, curriculum development and support. Each department had teachers working to integrate the Common Core Standards into the curriculum or to adjust the curriculum to meet the new standards. This proved to be an effective way to move the curriculum school wide. Teachers realized the need for change.

The focus this year will still be on Tenet 3, curriculum. We are using two days per week of Common Planning time to have teachers work in teams to constantly look at student work, agree on changes to the curriculum, implement changes and re-evaluate. This cycle of constant review of curriculum to meet student needs will help us to improve outcomes for students.

24Q455 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	1951	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	18	# Drama
# Foreign Language	54	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	67.0%	% Attendance Rate		85.2%
% Free Lunch	67.4%	% Reduced Lunch		5.0%
% Limited English Proficient	31.4%	% Students with Disabilities		12.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		8.7%
% Hispanic or Latino	60.4%	% Asian or Native Hawaiian/Pacific Islander		25.6%
% White	4.0%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	22.17	# of Assistant Principals (2014-15)		12
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		11
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.36
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	47.3%	Mathematics Performance at levels 3 & 4		58.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.8%	% of 2nd year students who earned 10+ credits		68.6%
% of 3rd year students who earned 10+ credits	66.3%	4 Year Graduation Rate		65.3%
6 Year Graduation Rate	73.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u> .
2.	Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School's Strengths:	
<ul style="list-style-type: none"> Aligning the Curriculum to the Common Core Learning Standards is a complicated task for any school. As we reviewed our curricula across content areas, we identified components of curriculum design that we established as essential elements: Standards, Assessments, Skills, and Essential Questions. The work completed in curriculum development has impacted teacher planning and collaboration as well as our ELA Regents scores. ALL 10th grade non-ELLs are sitting for the ELA Regents Exam and of the 10th graders who sat, over the past two years; there has been an increase of 30% passing overall. (In-house data specialist) As a result of our curriculum development, teachers in all departments have begun to seek each other out for support in their planning from this there have been improvements in their lesson planning. For example, our Teacher Teams have been working closely together to plan more Common Core aligned, rigorous learning tasks and activities. These teachers are making progress as evidenced by lesson plans and unit maps, as well as improvements in instruction as seen in classroom observations (Advance) 	
School's Weakness:	
<ul style="list-style-type: none"> As a school we must develop and implement protocols for reviewing unit lesson and classroom instructional practices to ensure alignment with the CCLS and inclusion of rigorous performance tasks and higher-order thinking skills to ensure growth in student achievement. (PFQR Recommendations 2013-2014 prepared by 536) 	

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2015, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
The Data specialist will provide teachers with school-wide as well as individual student data in areas of math, ELA, social studies and science. Teachers will be trained to use Skedula to gain knowledge of interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS that will give access to all sub-groups, including SWDs and ELLs.	All teachers	School Year 2014-2015	Principal, Assistant Principals, Data Specialist, teachers
Educational Consultants provide focused instructional support to Ninth Grade English and Math teachers.	All Ninth Grade ELA and Math teachers	School Year 2014-2015	, Educational Consultants, teachers
Assistant principals will provide staff with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS	All teachers	School Year 2014-2015	Principal, Assistant Principals, teachers
Teacher teams have opportunities to develop professionally, take on leadership roles, and participate in the decision making process by meeting 2x a week during common planning time to adjust and align curriculum based live classroom data	All teachers	School Year 2014-2015	Assistant Principals, Teacher Team Leaders
Teachers will utilize a “Looking at Student Work” protocol to gather information about student learning and inform revision of instructional units as well as adjusting teacher practice.	All teachers	School Year 2014-2015	Assistant Principals, SLC Lead Teacher
Parent Involvement Programs will include “Curriculum Night” , “Meet Your Ninth Grade Teachers” and “ELL Parent Night” to introduce parents to the curriculum and inform them of Newtown’s “High Expectations” of their children; therefore ensuring that teachers and parents think of each other as partners in education children	Parents/Guardians	September & October 2014	Administrators and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.
Master schedule programming to allow for CPT among SLCs Diplomas Now to provide support to ELA and Math teachers

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<p>Mind-Point Bench Mark: February 3 Mid-point Assessment: Midterm and Fall CCPT</p>				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

7. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
8. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School's strengths:

The principal has structured daily planning time for all teachers to strengthen collaboration within the Small Learning Communities. Teachers use this daily common time to discuss students' academics as well as social and emotional issues. Teacher Inquiry Teams meet to discuss student work products and classroom assessment data in order to revise daily classroom lessons and develop challenges academic tasks to improve instruction. The Early Warning Intervention Team meets to discuss student behaviors and attendance and to develop strategies to support students in achieving their academic goals. As a result of this approach, student attendance has increased from 85 % to 86.4%. Thus, these strategic organizational decisions support student needs.

School's weakness:

As a school we must develop a common language and uniform school protocols and procedures so that all school constituents are able to articulate how the school community is safe, conducive to learning and foster a sense of ownership that leads to higher student attendance and therefore greater student outcomes. PFQR 2013-2014

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Attendance Teachers collaborated on designing and implementing the initiative for improving parental outreach to improve attendance and academic outcomes.	Parents of all students	School Year 2014-2015	Principal, Assistant Principal Pupil Personnel, Attendance Teachers, Parent Coordinator, Guidance Counselors
Academic and social/emotional support for all students is one of the many focuses of the SLCs; Special events, such as awards ceremonies will celebrate improvement in scholarship, attendance and student leadership	All students	School Year 2014-2015	Principal, All Assistant Principals, Parent Coordinator, All teachers, Guidance Counselors
The Attendance Team identifies at-risk students and tracks progress for attendance. Diagnostics, mid-term and mid-year assessments are administered and student needing additional academic supports are identified. Support is provided through content area classes, SLC tutoring, City Year, Saturday Academy and Extended Day	At-risk students,	School Year 2014-2015	Principal, APPPS, APO, Phys Ed/Attendance AP, all teachers, City Year Personnel,
Data indicated a need to support our sub-group of Hispanic male students (53.4% are off track). A NHS Empowerment Initiative will be designed to enhance the participation of Hispanic students in extra -curricular activities.	Hispanic Students	School Year 2014-2015	Principal, All Assistant Principals, Parent Coordinator, All teachers, Guidance Counselors
PTA meetings focused on Attendance and other Attendance related issues.	All parents	School Year 2014-2015	Principal, AP APPS, Parent Coordinator, Attendance Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>SLC structures have been created to support the attendance initiatives, including partnerships with Queens Community House as well as John’s Hopkins.</p> <p>The whole school program is designed to enable teams to meet.</p> <p>School wide intervention structures have been created to support the initiatives around attendance.</p> <p>SLC structures have been created to support the initiatives around attendance improvement, including daily common planning time.</p>

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Mid-Point Bench Mark: February 3
 Scholarship reports, and feedback from Johns Hopkins/Diplomas Now staff will indicate the impact of the program
 Improved student progress toward credit accumulation will be evidenced by data on scholarship reports
 Improved scholarship and credit accumulation for participating students will indicate success
 Improved scholarship and credit accumulation for all students will correlate with increases in regular attendance data reports.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

9. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
10. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

11. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
12. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School’s Strengths: Through our different types of school teams, Content Department Teams & Interdisciplinary SLC Teams, NHS teachers have opportunities to develop professionally, take on leadership roles, and participate in the decision making process. Teams meet regularly, and teacher leaders meet weekly with the Administration, and monthly with the Principal. Our teams support student social, emotional, and academic growth.

Our Teacher Teams promote the implementation of the CCLS and the instructional shifts

Teams are responsible for looking at data and student work using protocols and engaging in collaborative planning of lessons and curriculum. Team members also engage in providing each other with feedback. Additionally, ELA teams are responsible for grading MOSL exams, and examining MOSL data (at the end of the second marking period) to inform their planning and preparation for their classes.

As a result of the collaborative work in department teams, teachers have been developing a strong community of practice. Increased participation at school events, and voluntary social gatherings sponsored by the school, illustrate how a relatively new staff is developing strong collaboration and a sense of support for one another. We’ve seen this translate into deeper co-teaching partnerships, and increased collaborative planning around the Instructional Shifts.

School’s weakness: As a school we must develop protocols to build teacher capacity in providing targeted and frequent feedback to students based on analysis of student performance data. Ensure that feedback provides next steps to support student growth and ownership of their learning. PFQR 2013-2014

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

2. By June 2015, all students, including ELLs and SWDs will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students programs will be strategically prioritized to enable students to excel on the ELA Regent examination. Appropriate courses and supports including numerous tutoring options. Using Skedula Test Analysis, course options for students that have attempted and not passed the exam will target specific skills indicated in numerous needs assessments, while all ELA curricula has been redesigned to align with CCLS, high levels of rigor and deepened understanding so that the students are have the necessary skills to succeed.</p>	<p>All students including SWD & ELLs</p>	<p>School Year 2014-2015</p>	<p>ELA & ELL teachers, English ICT Teachers, English AP, ISS AP, Program Chairperson, AP APPS, Guidance Counselors</p>
<p>Students receive intensive Regents preparation instruction in skills based on data through numerous venues including their regular ELA classroom, additional support classes, in-school tutoring during SLC CPT and after-school tutoring by licensed ELA & ESL teachers, during Saturday Academy and Extended Day</p>	<p>All students including SWD & ELLs</p>	<p>School Year 2014-2015</p>	<p>ELA & ELL teachers, English ICT Teachers, English AP, ISS AP, Program Chairperson, AP APPS, Guidance Counselors</p>
<p>The ELA and ELL Department have a comprehensive Professional Development Plan focuses on incorporating Common Core Learning Standards for ELA literacy skills across all disciplines with writing, reading informational text and argumentation. Common Core aligned curriculum maps have been collaboratively designed in all subjects with as a result of targeted PD. Academic Rigor, Depth of Knowledge, are components of the plan. PD for SLCs and Departments is coordinated within the plan to align all components across the school. PD on the Danielson Framework for Teacher Effectiveness is provided to all teachers and used as a tool for improving both teacher and student outcomes.</p>	<p>All students including SWD & ELLs</p>	<p>School Year 2014-2015</p>	<p>ELA & ELL teachers, English ICT Teachers, English AP, ISS AP, AP APPS, Guidance Counselors</p>
<p>Data is closely monitored for Q Cohort with regard to all Regents examinations. Finding determine what, how, when, why modifications need to be made to the plan. ELA data is prioritized as proficiency in literacy demonstrated by Regents results impacts on success for all disciplines.</p>	<p>All students including SWD & ELLs Q Cohort</p>	<p>School Year 2014-2015</p>	<p>ELA & ELL teachers, English ICT Teachers, English AP, ELL AP, ISS AP, Data Specialist, AP APPS, Guidance Counselors</p>

Parents will be trained in PupilPath so as to have access to progress reports informing them of students' academic progression and standing.	All parents	School Year 2014-2015	AP APPS, Guidance Counselors, Parent Coordinator
SLC Teacher teams identify struggling students, gather data through pre and post assessments, design strategies to address literacy needs of targeted groups, and perform ongoing assessments of the strategies. Regular meetings with the students occur to monitor progress toward goals. Students' attendance is monitored including their participation at tutoring and other supplemental opportunities. General Education/ICT teachers participate in the collaboration to support the participation of students with IEPs.	All students including SWD & ELLs SWD & ELLs Q Cohort	School Year 2014-2015	All teaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Numerous options must be created with regard to course offerings in ELA, tutoring opportunities as well as other supports. Highly qualified ELA & ELL licensed teachers with proven results have been programmed to teach the students. Effective ELA programming has been prioritized for both students and teachers Staff assignments and time in the program for PD has been created with all teachers participating in weekly PD Common planning time has been scheduled into the teachers programs The cabinet meets as new data becomes available and follows up with the teachers in a timely manner. Staff members are programmed to SLCs to enable the activity

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Mid-Point Bench Mark: February 3				
January, June and August 2015 ELA Regents results will show an improvement in the passing percentages of students. Both improved scholarship in ELA classes and improved ELA Regents results will be used to evaluate the effectiveness and impact. Improved scholarship across all disciplines as well as improved ELA Regents result will indicate success.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

When school leaders foster the professional growth of teachers, they develop and deliver the instructional and social-emotional support that drives student achievement. There is increased teacher capacity in designing varied learning experiences aligned to a school wide belief system and differentiated to meet diverse student needs that promote cognitive engagement for all students.

School’s strength:

As a school we developed our instructional priorities together a year and a half ago when the Danielson Framework was introduced to our staff. This document is called ‘NHS Students Learn Best’ and captures how we believe students learn best. We prioritize teaching practices that provide multiple entry points, supports and extensions to all students as well as instructional practices that promote high levels of student thinking and participation. As a result of this work, our instructional focus in 2014-15 is aligned to the Danielson Framework with a focus on Questioning and Discussion (3b), Engagement (3c) and Assessment (3d). The Professional Development Committee has developed our professional development calendar based on the 2013 MOTP and our Instructional Focus.

School's weakness:

As a school we will develop a system for regularly evaluation student achievement and progress towards achieving the vision of the school and school priorities outlined in the school improvement plan. (PFS DTSDE Recommendation 2013-2014)

The school supports the practice of checking for understanding as a vehicle to adjust instruction to meet students' needs. Thus, teachers use ongoing checks for understanding through guided questions and exit slips. However, this practice consistent is not yet consistent across classrooms. As a result, the inconsistent use of checking for understanding, leads to missed opportunities to adjust instructional practices meet student needs in a timely manner. (PFQR 2013-2014)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, the principal and assistant principals will conduct a minimum of 6 informal (for Developing/Ineffective teachers, minimum of 4 informal for Effective or Highly Effective or 1 formal/3 informal classroom observations to provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework therefore improving student achievement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Using components 1e: Designing Coherent Instruction, 3b (Questioning and Discussion Techniques), 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction) as our lens during classroom observations will allow Supervisors to hold conversations with teachers on how to improve practice along the Danielson Framework rubric. As a team (teacher and Supervisor), the attributes found within the Danielson rubric will serve as the basis for creating a plan of action building towards the enhancement of teacher pedagogy.	All teachers	School Year 2014-2015	All AP Supervision, all teachers
Supervisory staff will meet individually with teachers to review student data and <u>together</u> (TRUST) develop plans that include components of Danielson for improving student achievement.	All teachers	School Year 2014-2015	All AP Supervision, all teachers
In Observation Feedback teachers will receive recommendations to view video observations on Danielson Framework through Aris Learn. Teachers will be directed to implement a viewed strategy into the LP by a specific date	All teachers	School Year 2014-2015	All AP Supervision, all teachers
The Parent Coordinator will conduct parent outreach throughout the year outlining school-wide initiatives. <ul style="list-style-type: none"> One of the initiatives is the Danielson Framework and 	All parents	School Year 2014-2015	Parent Coordinator, AP PPS

<p>presenters during the parent workshop will outline how Newtown High School is using this tool to enhance teacher practice.</p> <ul style="list-style-type: none"> • Parents are informed regularly during PTA meetings. Handouts include information about instructional programs. • Parents receive progress reports informing them of students' academic and social progression with practical strategies to implement. 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Time for Professional Development
 Per-session and Per-diem
 Scheduled time during the school day for conferencing & observations

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Mid-Point Bench Mark: February 3

Improved scholarship across all disciplines will be used to evaluate the effectiveness and impact of Teacher Feedback.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

19. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

20. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

To serve the needs of our students, we must create a safe space where students’ academic, social, and emotional needs are acknowledged and nurtured. This year, we have taken the Chancellor’s initiative for increased outreach to parents and families, as well as extended day learning opportunities as models for our practice.

School’s Strength: Our work in promoting a culture of high expectations that has impacted the classroom, the students and their families. **Teachers** are working and collaborating to develop rigorous lesson plans that are more student-centered and require students to engage in reading, writing and high level thinking every day. **Students** are challenged to meet these requirements and complete these learning tasks. Students who have been targeted through EWI and Championed have improved attendance and behavior and course work. **Parents** are informed of these high expectations and become partners with the school to support these endeavors.

School’s Weakness: (PFQR 2013-2014 Prepared by 536) As a school we must develop structures and opportunities for parents and staff to become engaged in the process of setting high expectations. These high expectations must be supported by the school community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 NYCDOE School Survey Report, parental response rate will increase 5%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
21. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 22. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 23. Strategies to increase parent involvement and engagement 24. Activities that address the Capacity Framework element of Trust			
Use of the parent’s preferred language for content that will be backpacked home including, but not limited to school newsletters, announcements about upcoming events, invitations to school performances.	All parents	School Year 2014-2015	Bilingual interpreter; Guidance counselors, administration, AP PPS, Parent Coordinator
Publication of a parent newsletter	All parents	School Year 2014-2015	Bilingual interpreter; Guidance counselors, administration, AP PPS, Parent Coordinator, All APs
Notification of school events via school website and voice mail communications	All parents	School Year 2014-2015	Computer Technician, Parent Coordinator, APO
Administration will attend PA meetings to keep parents informed of key events, instructional and operational pieces within the school	All parents	School Year 2014-2015	School Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Using ATS, involved families will be identified. In house translators will be used when available. When necessary, requests will be put in for the DOE to provide outside support. 2. Money to be set aside to offset costs of publication of parent newsletter. 3. Upload of student / parent information to School Messenger software program; communication of school events to school technology coordinator to be posted on school website – newtownhighschool.org

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 2. Specify a timeframe for mid-point progress monitoring activities.

- 1. Using student information taken from ATS with regard to home language, we will monitor if there is an increase in parental involvement
- 2. Based on information provided in the parent newsletters, has the school seen an increase in the number of phone calls / attendance at events from this sub-group.
- 3. Monitoring attendance at school events; monitoring and analysis of calls / meetings made by parents to guidance counselors
- 4. Administration will be able to hear and address parent concerns directly. Suggestions / feedback may be incorporated as needed / wanted.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>8th grade ELA exam scores of levels 1 & 2</p> <p>ELA Regents exam scores below 65</p>	<p>Strategic Reading strategies developed by researchers at Johns Hopkins University, are used for ninth graders who enter high school reading two or more years below grade level.</p> <p>City Year: A branch of Diplomas Now where recent college graduates work with students both in classes and outside of classes to provide additional support.</p> <p>City Year corps members push-in tutoring and assistance in 9th grade classes.</p> <p>Additional tutoring classes are provided after-school on Monday – Thursday.</p> <p>Integrated Co-Teaching: ELA & ESL collaborative team teaching classes provide instruction to students in English classes to support students at grade level, on levels 1 & 2, and SWDs.</p> <p>Saturday Academy: Small group</p>	<ul style="list-style-type: none"> • Small group instruction • Collaborative Team Teaching • Tutoring <p>Regents Prep sessions Extended Day classes</p>	<p>Services are provided Monday – Friday, during school and Monday-Thursday after-school</p>

		<p>instruction provided to students who need extra support in ESL classes.</p> <p>Summer School: Students who did not pass the Regents are allowed to make up the course while preparing for the August Regents administration.</p>		
<p>Mathematics</p>	<p>9th grader; students with IEPs; math proficiency levels are 1 and 2; ESL students who have not passed the NYSSELAT; students who have not passed a math class; students who have not passed a math Regents exam</p>	<p>City Year: A branch of Diplomas Now where recent college graduates work with students both in classes and outside of classes to provide additional support. City Year corps members push-in tutoring and assistance in 36 9th and 10th grade classes. Additional tutoring classes are provided for two hours afterschool on Monday – Thursday.</p> <p>Integrated Co-Teaching: 15 collaborative team teaching classes provide instruction to students in Integrated Algebra, Algebra 1, and Intermediate Algebra classes to support students at grade level, on levels 1 & 2, and SWDs.</p> <p>Bilingual Spanish and Chinese: Algebra 1, Geometry, and Algebra 2/Trigonometry classes offered additionally in Spanish and Chinese to ELLs who have not yet passed the NYSSELAT</p> <p>Extended Day Provision classes: Classes offered in English and Spanish to students as an extra math class to support students in</p>	<ul style="list-style-type: none"> • Small group instruction • Integrated Co-Teaching • Tutoring • Regents Prep in Extended Day Classes 	<p>Services are provided Monday – Friday, during school and Monday-Thursday after-school</p>

		<p>developing proficiency in Algebra for success in the day program and on Regents exams.</p> <p>Saturday Academy: Small group instruction, in English and Spanish, is provided to students who need extra support for Regents courses – Integrated Algebra, Geometry, and Algebra 2 & Trigonometry and for Advanced Placement Calculus BC.</p> <p>Summer School: Students who did not pass a Regents terminating class or Intermediate Algebra are allowed to make up the course while preparing for the August Regents administration.</p>		
<p>Science</p>	<p>The primary reason for an Academic Intervention Service is directed at those students who failed the Regents Examination. Our students need to pass at least one Science Regents in order to graduate and any student who has failed would be eligible for intervention. Students who are also not meeting academic standards are also targeted for intervention services.</p>	<p>Integrated Co-Teaching: 19 collaborative team teaching classes provide instruction to students in Science classes to support students at grade level, on levels 1 & 2, and SWDs. Rigorous Regents preparation which includes repeated readings to cite evidence from text, hands on experiences for labs, interactive use of the SMART Board to make the learning more permanent in terms of visuals. Emphasis on writing.</p> <p>City Year A branch of Diplomas Now where recent College graduates are placed in ninth grade classroom to assist the students to stay on track with their class work. City Year also provides after school tutoring for</p>	<p>Small group - tutoring Large Group - tutoring One – to – one tutoring Edmodo Apex Learning Plato</p>	<p>After school tutoring Saturday School tutoring SLC tutoring during school – The SLC tutoring is usually one – to one or very small groups</p>

		<p>students and has a very high success rate. Tutoring with City Year is offered Monday through Thursdays.</p> <p>After School Lab Makeup.</p> <p>Students are given the opportunity to make up any missed or incomplete Lab so that they are eligible to take the Regents Examination. These make up labs are offered Tuesdays and Thursdays from 3:30 PM to 5:30 PM as well as on Saturdays 9 to 12 noon.</p> <p>Saturday Academy Students are given the opportunity on Saturdays as well to develop and master the requisite skills needed to pass the Regents Examination. Saturday instruction is usually done in small groups which makes it easier for teachers to be more accessible to the students.</p> <p>Summer School Students who fail the Regents in June are given the opportunity to retake the Regents in August.</p>		
<p>Social Studies</p>	<p>8th grade ELA exam scores of levels 1 & 2</p> <p>Social Studies Regents exam scores below 65</p>	<p><u>Integrated Co-Teaching:</u> 21 collaborative team teaching classes provide instruction to classes taught by two teachers</p> <p><u>Saturday Academy:</u> Small group instruction is provided in Saturday academies to support students taking standardized Regents and RCT exams in Global History and US History and Government. Includes both credit bearing courses and Regents prep courses for</p>	<p>Small group instruction</p> <p>Team Teaching tutoring, small group & one-on-one</p> <p>Regents Prep seminars</p> <p>Auditing Regents classes</p> <p>Supplemental Social Studies classes.</p> <p>Supplemental Extended Day Classes</p>	<p>Lunch Tutoring during the day, after school and weekend</p>

		<p>Global History and US History Regents exams.</p> <p>Summer School: Identified by a failure to meet course standards and/or pass Regents exams. Provides an opportunity for students to make up credits. Reduced student-teacher ratio enables small group and individualized instruction based on assessed needs. Affords at-risk students, identified by cohort data, the opportunity to re-take Regents exams</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who have difficulties in learning in subject classes Students who have failed quizzes, tests, midterms and other informative assessments Students who have failed marking period classes Students who have failed Regents Exams</p>	<p>Individual and Group Counseling; Specific Topics assigned to each guidance counselor, social worker and Spark counselor to help students with their social and emotional problems. Guidance staff involvement in the EWI functions in all SLCs Spark Counseling ; Peer Helpers; Peer Mentoring program led by guidance staff</p>	<p>Individual counseling Small Group counseling Family counseling sessions Provide information about on- going tutoring services provided by subject class departments and SLCs Constantly encourage and check on students to attend tutoring during the day and Extended Day classes Provide Regents Review information on Websites and in the library EWI and Champion Services to help students with Academic, Behavior and Attendance problems Mentoring programs in SLCs and the guidance department to help at risk students</p>	<p>The service is provided during the day, before and after school.</p>

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives
- Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support
- Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	844,365	x	pp. 10-11, 13-14, 17-18, 20-21, 23-24
Title I School Improvement 1003(a)	Federal	16,961		
Title I Priority and Focus School Improvement Funds	Federal	365,420	X	pp. 10-11, 13-14, 17-18, 20-21, 23-24
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	85,904		
Tax Levy (FSF)	Local	10,026,707	X	pp. 10-11, 13-14, 17-18, 20-21, 23-24

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

27. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
28. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
29. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
30. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
31. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
32. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

33. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
34. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

35. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
36. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **Newtown High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. **Newtown High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

Newtown High School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1910	Total number of ELLs	624	ELLs as share of total student population (%)	32.67%
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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):
Dual language program	Yes <input type="checkbox"/>	No <input 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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										93	104	97	160	454
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										36	48	33	53	170
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	129	152	130	213	624

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	269	146	5	93	34	23	53	6	27	415
Dual Language	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	101	28	2	58	13	10	50	5	5	209
Total	370	174	7	151	47	33	103	11	32	624

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										83	104	97	160	444
SELECT ONE														0
SELECT ONE														0
TOTAL	0	83	104	97	160	444								

*EP=English proficient student

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	3	8	6	18
Chinese										6	16	15	11	48
Russian										0	0	0	0	0
Bengali										2	9	10	12	33
Urdu														0
Arabic										1				1
Haitian										0	0	0	0	0
French													1	1
Korean														0
Punjabi														0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										11	28	16	24	79
TOTAL	0	21	56	49	54	180								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										34	55	33	52	174
Intermediate(I)										51	47	45	88	231
Advanced (A)										44	50	52	73	219
Total	0	129	152	130	213	624								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	422		118	
Integrated Algebra	89	260	51	99
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	121	239	27	83
Physics				
Global History and Geography	53	182	23	54
US History and Government	129	265	27	59
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	26	29	15	30				
Chinese Reading Test	4	5	15	34				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Newtown High School administers the LAB-R and Spanish LAB-R to incoming students who are new to the New York City School System. For students who have been in the system, we examine previous LAB-R, Spanish LAB-R, NYSESLAT, ELA, and English Regents scores, as well as initial diagnostic writing samples taken in all level classes. LAB-R and NYSESLAT scores are used to ensure proper

placement. Additionally, the disaggregated scores are used to identify individual and collective areas of student weakness. e.g. , the majority of our students had lower scores on the writing portion of the NYSESLAT; therefore, we have intergrated NYESLAT preparation in the curriculum, added an additional writing class for beginning and intermediate level students, created English regents classes that are differentiated according to proficiency levels, and we have also used NYSESLAT tasks as a model when assigning writing in all level ESL classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns on the LAB-R and NYSESLAT reveal a majority of our students fare better in speaking and listening than reading and writing for each proficiency group and all grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Newtown High School has gone to great lengths to address students deficiencies in reading and writing as revealed by NYSESLAT test data. First, we have made a concerted effort to use NYSESLAT data to ensure proper student placement. Next, we have revised the curricula to include rigorous fiction and non-fiction texts that are at the appropriate lexile level for our students. In addition, all ESL classes emphasize close reading, vocabulary enrichment, and low and high stakes writing. Moreover, we use common planning time to examine student work and share pedaqgogical best practices. We also offer tutoring, an after school SIFE program, and Saturday classes to assist struggling students.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Newtown High School has transitional bilingual education programs in Spanish and Chinese that serve the majority of our Ells. The premise of these programs is that students can transfer critical thinking skills and strategies learned in their L1 into English. We also use data from NYSESLAT, LAB-R, Spanish LAB-R, student transcripts, diagnostics and interviews in order to identify SIFE students. All teachers who have ELL students are expected to address literacy issues and to differentiate instruction accordingly.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the parent orientation session where program placement options are presented in the native language. The meeting focuses on orienting the parents to the school system and explaining program options. Parent orientation video provides parents of newly enrolled ELLs into the New York City school system, which provides information on the new reorganization and their right to choose educational options for their child. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation, and general educational program requirements. Parent surveys and program selection forms are returned to the ESL Department.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
As soon as a student completes the LAB R and is identified as an ELL, the Assistant Principal of ESL, Charlene Nieves or the LAB/Besis Coordinator, Shara Berkowitz, gives the parent the Entitlement Letter, explains it, and asks the parent to sign it. She then files it alphabetically by students' last names in the file cabinet in the inner office of the ESL office which is locked. If the parent is not present when the student completes the LAB R, the LAB/Besis Coordinator gives the student the Entitlement Letter to take home for the parent to sign. The student is instructed to return it to her the next day in the ESL Office, Room 255. The LAB/Besis Coordinator

then files it in the appropriate place.

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Students are given the LAB-R upon entry , if the students does not pass the exam, they are placed in Free Standing ESL or TBE classes. The parent chooses the placement for their child. Parents are given this information in their Native Language .
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered every spring to re-evaluate ELL students to determine whether or not they are still eligible for mandated ESL services. The coordinator provides training for all ESL teachers. When the pre-slugged grids arrive, they are separated by teacher. Grids are then put in folders which are secure in the ESL office when they are not being used for testing purposes. The speaking portion of the exam is administered first then all other parts follow the time frame provided by the state. After the end of each testing session, all materials are returned, accounted for , and secured by the coordinator. In order to make sure many students as possible are tested, teachers and the coordinator work collaboratively to provide ample opportunities for students to make -up all parts of the exam.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Based on the survey and selection the growing trend among parents is for Spanish and Chinese parents to opt for transitional bilingual program and for other language parents opt for Free Standing ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1A. Newtown offers self-contained transitional bilingual education programs in Spanish and Chinese. Free standing The transitional ESL program , ESL with ELA, Bilingual Content Subject Areas and Native Language Arts. The Free Standing ESL Program offers ESL, ELA with ELA, ESL Content Subject Areas and Native Language Arts. Bilingual and ESL Content Subject Areas classes have mixed proficiency levels according the New York State English as a Second Language Achievement Test (NYSESLAT)
 - 1B. ELL students are placed in ESL classes according to their NYSESLAT level. Within each level, students progress and get credit for the class at the end of the year. Content ESL classes are mixed proficiency levels ; however, instruction is differentiated to meet the needs of all students.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. All ELLs receive instruction in English regardless of whether they follow Free Standing ESL or TBE. New York State Commissioner's Regulations Part 154 determines how many units of ESL instruction each student should receive according to his/her proficiency level from the NYSESLAT score or according to the LAB-R score. Beginners receive 540 minutes of ESL instruction per week. Students have a double period of ESL plus a writing support class taught by an ESL teacher. Intermediate Level students receive 360 minutes of ESL instruction per week while Advanced Students receive 180 minutes of ESL instruction. Intermediate and Advanced students receive an additional 210 minutes of ELA instruction per week. In TBE classes, students receive one period of NLA instruction according to CR Part 154.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Every program model follows a curriculum that specifically addresses the common core standards. Curriculum maps and pacing calendars as well outline specific tasks, strategies, and projects that are aligned to the common core. In order for each English Language Learner (ELL) to meet the high standards set for all students, we have established Language Allocation Strategies to ensure equity and academic growth for ELL students. Language Allocation Strategies are a systematic plan for language development that will guide programmatic and curricular decisions for ELLs until they acquire proficiency. These strategies will be implemented to ensure uniformity as well as consistency in the delivery of instruction to ELLs. Free Standing ESL Content Area teachers use dictionaries to ensure students are developing their vocabulary. Teachers also pair students by language or according the the NYSESLAT. Students are grouped heterogenously so that their peers can help each other. ELL Content and Bilingual teachers use QTEL strategies and scaffolding techniques to make content more comprehensible to enrich language development. Content teachers meet the demands of the Common Core by asking text based questions where students provide evidence.

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

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

Assessments for all four modalities are included in daily lesson plans, pacing clanedars, curriculum maps and guides in both formal and informal assessments. For example, for speaking every class is mandated to have a discussion component. There is dictation for lower level classes and note-taking for our advanced students.

The current ESL program in the building is a program in which the certified ESL teachers have their own class for either one , two or three periods day. Teachers works on the four modalities of language using ESL strategies.At the present time, there is a scheduled common planning period for ESL and classroom teachers to collaborate together.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

6 d. Our plan for long term ELLs is to provide students with tools to gain fluency and academic proficiency. Students are held accountable to the same standards as all other students. However, first we need to assess in which areas students are deficient in order to provide appropriate support. Teachers provide authentic listening and reading materials such as newspapers, magazines, and radio programs on current issues. Students are guided to use academic language in highly effective classroom discussions and in their writing. Students are encouraged to take the opportunity to pass the NYSESLAT each May. They are prepared with exemplars and are taught the skills of the NYESLAT. Achieve 3000 is implemented as an opportunity to gain proficiency.

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

- 7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All ESL classes are content based integrated coteaching classes that employ a wide variety of authentic materials in science, social studies, and literature that reinforce vocabulary and concepts taught in their content area classes. All instructors of ELLs, in both ESL and content area classes, use scaffolding, visuals, bilingual materials, where applicable, and differentiated instruction in order to provide ELL-SWDs the support they need to accelerate to the best of their abilities.

- 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All SWDs are enrolled in ICT classes. This ensure language and content instruction are delivered according to ISS mandates and language proficiency levels. In addition, teachers provide adapted materials and scaffolds in order to ensure can attain their IEPs goals.

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

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

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

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

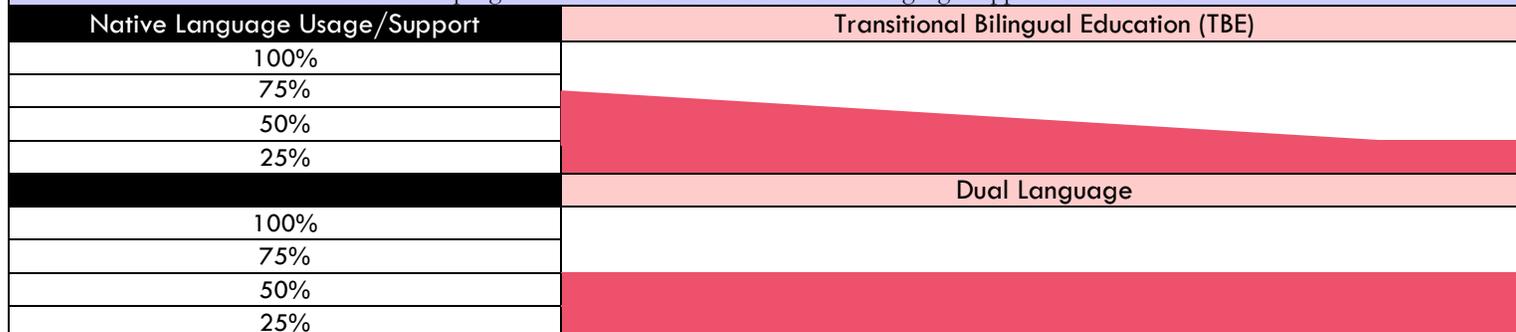
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Bilingual and ESL tutoring for ELLs is offered before and after school and in the Saturday Academy for ELLs in all subgroups (SIFE, SWDs) in ELA, Math, Global, U.S. History, Living Environment, Earth Science, and Chemistry. Glossaries and dictionaries of other languages are available. Achieve 3000 is being implemented for SWDs, long term ELLs, and ELLs taking the ELA Regents. In addition, each small learning community has identified struggling students and created action plans to address their individual needs. These students will have mentors who will meet with them regularly and assist them with all their problem areas. EWI (Early Warning Intervention) has been implemented weekly to identify students at risk of failing different classes. Teachers will follow up in each case immediately to assist these students and get them back on track.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have seen significant movement of all level of students are the NYSESLAT exams including increase in the number of students testing out of ESL. In addition, we have created English Regents classes that are differentiated to correspond to student NYSESLAT scores. Moreover, we have revised the curricula to include even more content based materials in Science and History. We are also analyzing student work/exams both in our small learning communities and departmentally in order to further inform the curricula and pedagogical decisions.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have created leveled regents classes for all ELLs taking the English Regents. These classes will teach students the skills needed to succeed on the English Regents Exam using materials that are appropriate to their language proficiency as per the NYSESLAT. We have also revised the curricula to put more emphasis on content-area subjects and skills that are aligned to the demands of the new NYSESLAT and Regents exams as well as the Common Core Standards. This year, ICT classes were introduced in the ESL program. The Acuity Regents Predictive assessment will be administered to all intermediate and advanced ELL's in order to target students' needs and use the data to drive instruction. We are also creating Edmodo sites for all classes in order to help students remain up to date on work covered in class, as well as giving make up work for struggling students.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The school provides opportunities for ELLs to take AP classes, elective classes in the arts, technology, business, and advanced courses in Native Language Arts. ELLs are included in school teams and clubs. Many ELLs are a part of the Key Club, Arista, Chess Club, School Leadership, and Yearbook Staff. While more proficient students take advantage of free SAT prep during the summer, our students are offered a college prep program right here in Newtown. Our Summer Explore Program introduces students to NYC history and sites, navigation of the U.S. university system, and resume and college essay writing.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The school acquired a license for the Plato Software which caters to ELLs' needs. We also use the Achieve 3000 in several classes as well as after school classes. This program provides differentiated texts in the major content levels based on student lexile reading level. Teachers will get training on how to use its resources in the classroom and students will be encouraged to use the program in their free time. The school also has several licenses for educational websites including Discovery Education and World Book On Line. Teachers are provided with passwords to implement the resources in their lessons. Smartboards and Laptops are used as an additional support in the class. In addition, we have purchased a great deal of content based readers at various lexile levels that have been written into the curricula so that concepts and vocabulary that are learned in content area classes are reinforced in all ESL classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELLs who scored below the "proficient" on the NYSESLAT are required to include a period of NLA in scheduling. ELLs in the ESL program are provided accommodations and glossaries during state examinations.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Ells are placed according to their age, grade level and English proficiency level. Our Chinese and Spanish bilingual programs offer content area instruction that is both age and grade appropriate. Students who are older and/or in a higher grade but who still have limited English proficiency are provided with extra ESL instruction, tutoring, afterschool and Saturday instruction that help prepare them to pass all Regents exams and graduate in a timely manner.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
First, we have a well trained staff to greet new students to the school and help them and their parents navigate the registration process. Parent are hen invited to attend an orientation video presented in their home language. Next, The Leadership Academy conducts new student orientation scheduled during the last week of August. ELLs and mainstream students attend a three hour session during this week to review Newtown's rules, regulations, and a model schedule. Students become acquainted with building's rules and regulations. Counselors and teachers are introduced and address students. Student Guides are distributed. Counselors train students who have been in the school for a few years to mentor new arrivals. The peer mentors meet with the mentees twice a week and help them with their classes and any other questions they have regarding the school.
18. What language electives are offered to ELLs?
ELLs have oportunites to enroll in College credit bearing programs- Queensborough and /or elective in Spanish, Chinese and French literature courses. The Foreign Language Department offers a Spanish Drama Class for NLA students and AP Spanish and Chinese. In addition, the Foreign Language Department offers a Poetry Recitation Contest in Spanish and Chinese, among other languages in the month of April.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

Parent/community involvement- Newtown's Title III program will provide parents of ELLs opportunities to learn English. Saturday Instructional Academy gives parents the opportunity for parents to attend 15 sessions. Parents learn ESL skills taught by fully certified ESL/bilingual teachers. The Saturday ESL for Parents class is 9:00 a.m. to 12:00 p.m. from October 2013 through June 2014.

Workshops and seminars for parents of ELLs include:

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

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

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

E. Additional Information

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification

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

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

School Name: Newtown High School

School DBN: 24Q455

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Ficalora	Principal		9/27/13
Charlene Nieves	Assistant Principal		9/27/13
Griselda Zapata	Parent Coordinator		9/27/13
Daniel Conway	ESL Teacher		9/27/13
	Parent		1/1/01
Winnie Cao-Bush	Teacher/Subject Area		9/27/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marcia Aguacha	Guidance Counselor		9/27/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24@455 School Name: Newtown High School

Cluster: CEI-PEA Network: CFN536

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 571
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 13
of certified ESL/Bilingual teachers: 11
of content area teachers: 2

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:

I: Supplemental Program- After School & Saturday Academy

Saturday Academy

After School and Saturday Program provides extra help and enrichment opportunities in the form of direct supplemental programming Mondays through Fridays before and after school and on Saturdays for 9-12 grades. The program offers ESL, NLA in Living Environment, Earth Science, and make-up labs (Spanish). There are also classes Global and U.S. in Bilingual Spanish. The program also offers Alegbra in Spanish as well literacy development for SIFE students , classes for undercredited and Long Terms ELLs and English Regents Preparation for ELLs. All teachers involved are certified Bilingual and/or ESL teachers.

Instructional Academy ESL classes for ELLs and their parents take place on Saturday. Certified Bilingual and ESL teachers will provide supplemental instruction with the New Saturday Instructional Academy classes. The classes meet a total of 26 sessions beginning October 2014 through May, 2015, from 9:00 a.m. to 12:00 p.m. There will be many classes in core subjects for the Saturday Instructional Academy servicing over 100 Newcomers ELLs , LTELLs, Middle of the Year , and SWDS ELLs. Instruction will focus on implementing ESL scaffolding strategies as well as content related information to all ELLs to achieve higher scores on the NYSESLAT, State exams as well as CCLS. Saturday Academy teachers are as follows: 2 certified ESL Teacher, 2 Certified Bilingual S.S. Teachers, 1 Certified Bilingual Math Teacher, 1 NLA, 2 Certified Science Teachers; 1 Earth Science and 1 Living Environment

26 days x 8 teachers x 50.49 = 10,501.92

Part B: Direct Instruction Supplemental Program Information

1. After School - Sub- Group - Long Terms ELLs, Middle of the Year ELLs

$$106 \times 1 \text{ teacher} \times 50.49 = 5,351,94$$

According to our AMAO, Newtown High School has 98 Long Terms ELLs . About 50% of ELLs are Long Terms are programmed for after school using Achieve 3000 twice a week. The teacher provides readings according to their lexile in class and goes over the 5 steps to the literary routine. Students can access the program during, after school and weekend and they can reread articles that are differentiated for each student according to his/her lexile level. Students also respond to the multiple choice questions, and answer the thought question. Students will also summarize each paragraph for the entire article. The teacher will monitor their progress and give points for questions answered. Students are encouraged to choose at least three more articles each week and complete the five step process. Students choose from a variety of content area readings and are encouraged to find articles related to the regents exams they will be taking this year.

2. After School - Sub- Group - SIFE Program- Four days a week for 2 hrs

$$212 \text{ days} \times 3 \text{ teachers} \times 50.49 = 32,111.64$$

The After School SIFE Program for ELLs meets 4 days a week Monday through Thursday. According to AMAO, we have not made significant progress in AMAO 1. Newtown High School created a program for most of our 85 beginner SIFE students attain a credited course that meets two days a week for two hours: NLA (Spanish & Chinese) and English cognitive skills as well teachers using RIGOR to teach content area instruction are used. There are 2 NLA teachers and 1 certified ESL who work together to teach literacy skills to SIFE students.

3. After School Sub Group- Intermediate/ Advanced ELLs

The After School Regents Program is designed to help ELL students pass the English Regents. The teacher provided strategies students can use during the Regents. Classes meet twice a week for two hours. The class is being taught by a certified ESL teacher.

$$106 \times 1 \text{ teacher} \times 50.49 = 5,351,94$$

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:

II. Professional Development

Newtown's Title III Professional Development program will focus on providing teachers of the Title III program as well as our content area teachers with scaffolding , differentiated instruction, academic language, and SIOP strategies for teaching English Language Learners. There is also an added focus on how to prepare ELLs to meet and exceed the NYS Common Core Standards. Teachers and teacher trainers will be paid at per session rate. Development will be facilitated by school administrators and ESL teachers. Workshops will be facilitated by 2 Certified ESL Teachers and/ or Certified ESL A. P. There will be a minimum of 15 teachers at every PD.

10 days x 15 teachers x 50.49 = 20,049.00

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

Topics for Teachers -TITLE III Program- AFTER SCHOOL & SATURDAY ACADEMY

1. Long Term ELL Strategies - January 2014
2. SIFE Strategies - February 2015
3. Academic Language for Content Teachers (Saturday Academy) December 2014

Topics to be addressed during these professional development sessions for ALL ELL Teachers are as follows:

1. Three Moment in Readings- Reading Strategies - September 2014
2. SIOP Strategies- November 2014
3. Academic Language - December 2014
4. NYSESLAT Strategies- March 2015
5. Regents Strategies -January 2015
6. Scaffolding Strategies- February 2015
7. Multiple Entry Points- March 2015

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:

III. Parental Engagement

A. Parent Classes

Newtown's Title III program will provide parents of ELLs opportunities to learn English. Saturday Instructional Academy gives parents the opportunity for parents to attend 15 sessions. Parents learn ESL skills and GED preparation taught by fully certified ESL teacher and a certified bilingual teacher. Translation is available for parents who attend English class through translators and the use of dictionaries. The two Saturday ESL for Parents classes are from 9:00 a.m. to 12:00 p.m. October 2014 through June 2015.

B. Parent Workshop

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

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

Workshops and seminars for parents of ELLs include:

- Financial Aid Management
- Parent Connection (for ELLs new to NYCDOE)
- Skedula Training
- College and Career Readiness
- Aris Training

Part D: Parental Engagement Activities

Translation Services

According to our approved Translation Plan from the 201302014 school year, it states the following :

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

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

Translation is available for parents who attend English class through translators and the use of dictionaries.

Pamphlets are translated in Spanish, Chinese and English, textbooks, and agendas.

Parents will be notified through our telephone messenger in various languages.

Part E: Budget

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

Allocation Amount: \$85904

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 	73,366.74	Instructional Academy ESL classes for ELLs and their parents take place on Saturday. Certified Bilingual and ESL teachers will provide supplemental instruction with the New Saturday Instructional Academy classes. The classes meet a total of 26 sessions beginning October 2014 through May, 2015, from 9:00 a.m. to

Part E: Budget

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

Allocation Amount: \$85904

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>12:00 p.m. There will be many classes in core subjects for the Saturday Instructional Academy servicing over 100 Newcomers ELLs , LTELLs, Middle of the Year , and SWDS ELLs. Instruction will focus on implementing ESL scaffolding strategies as well as content related information to all ELLs to achieve higher scores on the NYSESLAT, State exams as well as CCLS. Saturday Academy teachers are as follows: 2 certified ESL Teacher, 2 Certified Bilingual S.S. Teachers, 1 Certified Bilingual Math Teacher, 1 NLA, 2 Certified Science Teachers; 1 Earth Science and 1 Living Environment</p> <p>26 days x 8 teachers x 50.49 = 10,501.92</p> <p>1. After School - Sub- Group - Long Terms ELLs, Middle of the Year ELLs</p> <p>106 x 1 teacher x 50.49 = 5,351,94</p> <p>According to our AMAO, Newtown High School has 98 Long Terms ELLs . About 50% of ELLs are Long Terms are programmed for after school using Achieve 3000 twice a week.</p> <p>2. After School - Sub- Group - SIFE Program- Four days a week for 2 hrs</p> <p>212 days x 3 teachers x 50.49 = 32,111.64</p> <p>The After School SIFE Program for</p>

Part E: Budget

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

Allocation Amount: \$85904

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>ELLs meets 4 days a week Monday through Thursday. According to AMAO, we have not made significant progress in AMAO 1. Newtown High School created a program for most of our 85 beginner SIFE students attain a credited course that meets two days a week for two hours: NLA (Spanish & Chinese) and English cognitive skills as well teachers using RIGOR to teach content area instruction are used. There are 2 NLA teachers and 1 certified ESL who work together to teach literacy skills to SIFE students.</p> <p>3. After School Sub Group- Intermediate/ Advanced ELLs</p> <p>The After School Regents Program is designed to help ELL students pass the English Regents. The teacher provided strategies students can use during the Regents. Classes meet twice a week for two hours. The class is being taught by a certified ESL teacher.</p> <p>106x 1 teacher x50.49 = 5,351,94</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>_____</p>	<p>_____</p>
<p>Supplies and materials</p>	<p>12,037.26</p>	<p>General instructional supplies for</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$85904

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		supplemental after school weekday/weekend academy will include: paper, writing pads, markers, pens, bulletin board materials, certificates, books and other supplies. Books used in after school will be purchased to meet the needs of ELLs students. For example, New York ELLs @ 18.65 per copy
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	500.00	During parent meetings, the school will provide light refreshments for parents of ELL students.
TOTAL	85904.00	_____