



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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

School Name: **NEWTOWN HIGH SCHOOL**

Principal: **JOHN FICALORA**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Newtown High School School Number (DBN): 455
Grades Served: 9-12
School Address: 48-01 90th Street Elmhurst NY 11373
Phone Number: 718.595.8500 Fax: 718.595.8584
School Contact Person: Catherine G Tsouristakis Email Address: ctsouri@schools.nyc.gov
Principal: John J Ficalora
UFT Chapter Leader: Joseph Doyle
Parents' Association President: Rosa Rodriguez
SLT Chairperson: Gabriela Altomarino
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Rosa Rodriguez
Student Representative(s): Elizabeth Almodovar
Sebastian Villacreses

District Information

District: 24 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Room 848 Bronx, NY 10458
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergrast
Director's Office Address: 2811 Queens Plaza North Long Island City NY
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718.828.5488 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 J. Ficalora	*Principal or Designee	
Joseph Doyle	*UFT Chapter Leader or Designee	
Rosa Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Rosa Rodriguez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Elizabeth Almodovar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sebastian Villacreses	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gabriela Altomarino	Member/	
Jennifer Schneider	Member/	
Marianna Papadatos	Member/	
John Weigel	Member/	
Anna Almodovar	Member/	
Elvia Pelaez Cadena	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lilliana Gutierrez	Member/	
Blance Jimenez	Member/	
Karen Keiser	Member/	
Mary Anne Galvez	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 work 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. City Year a branch of Diplomas Now consists of recent college graduates who 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 grade classes. Additional tutoring classes are provided for two hours afterschool on Monday – Thursday. 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.
- We have been able to maintain a relationship with Johns Hopkins Diplomas Now & City Year.
- Our Regents results and graduation rate continue to climb.
- We have increased our College Now offerings moving students to be college ready.

Strengths:

The SCEP goals drive the school plan around improved outcomes in graduation rate, student achievement in core content areas, student credit accumulation, attendance, and school culture. The leadership of Newtown High School collaboratively developed a multifaceted school-wide plan. Data driven strategic decisions have been made to meet the needs of our students. Collaboration, communication, and program structures have been put in place, revised as needs indicated with personnel and resources to support the structures. The school's wall-to-wall SLC structure, which personalized the environment in all six of our SLC communities, created a personalization for all constituencies of the school. Staff roles within the SLCs are designed to enable communication amongst staff, students and their families. Each SLC has personalized the school-wide vision to meet the needs of the students who have selected that SLC. School leaders collaborate toward results oriented, ambitious, specific and measurable goals. All constituents realize that improved student achievement is the overarching priority for our community's work. A significant component of the plan involves improving teacher effectiveness. Implementation includes observations, feedback, next steps and professional development components.

(Tenet 2)

Aligning our curricula across all areas of study to the Common Core Learning Standards has enabled our staff to better meet the needs of our students. Teachers share the common language of CCLS, common instructional goals, common assessments and common strategies to meet those goals. Across the school, teachers use a variety of complex materials appropriately aligned to CCLS that address student needs, incorporate the arts, technology and other enrichment opportunities, increasing rigor while aligning to CCLS. The system in place for providing students with feedback is multifaceted as well. In-class components include a variety of formative and summative assessment tools, use of rubrics and next steps. Reports are provided to both students and families in several forms besides the traditional Marking Period report cards. In addition, Report Card Conferencing after each report card allows for a one-on-one conference with every student. Parents and staff use the tools to empower students to take ownership of their learning. (Tenet 3)

Newtown High School has developed a personalized learning environment for our school community through the SLC initiative. Professional development has supported the use of instructional practices that stimulate deep levels of questioning and thinking in students, engage students in learning and achieve lofty goals. Lead Teachers support teachers and teacher teams in using instructional practices and strategies that are adaptive and aligned to school-wide goals and plans, student needs for units and lessons. The school has focused its efforts on creating an environment that is both intellectually stimulating and physically safe for all students. Educators work together, with support staff, with students and families to create a thoughtful learning environment where a strong culture of mutual respect permeates throughout the entire school community. As part of this, teachers use a wide variety of data to create lessons that meet the needs of all students with strategies, adaptations, purposeful grouping, formative and summative assessments. (Tenet 4)

The distributive leadership structure of the school has enabled all stakeholders to positively impact academic and social success of the students at Newtown High School. Leadership is not limited to the Principal and cabinet. It includes Lead Teachers, SLC teams, students, and families in reviewing data, providing feedback and designing a plan for addressing

needs. The SLC structure enables all stakeholders to collaboratively collect, analyze and use a wide variety of data to address student social and emotional needs while creating pathways to academic success for them.(Tenet 5)
Newtown High School staff shares a commitment to communicating with all constituencies, students, families, colleagues, and partners to support the child's academic achievement and social emotional growth. Staff members work diligently to create and sustain a high level of family engagement which includes support students and their families. Structures and protocols are in place that ensures communication and understanding by all stakeholders. Newtown High School's leadership and staff share data with all constituencies in a transparent manner that is designed to empower families to support the work of the school. Students cannot be academically successful without support including these social and emotional components.
(Tenet 6)

Our challenges include:

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

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>School’s Strengths:</p> <div style="border: 1px solid black; padding: 10px;"> <p>The school uses a blend of teacher-created resources and those found on Engage NY to align curricula to Common Core Learning Standards. Teachers utilize pedagogical tools such as Hess’s Cognitive Rigor Matrix, Webb’s Depth of Knowledge, and Blooms Taxonomy to develop instruction, design questions, and formulate assessments that connect with higher order thinking skills. (Quality Review April 2015) Curricula and academic tasks are planned and refined for English language learners and students with disabilities using student work and data. (Quality Review April 2015)</p> </div>		
<p>School’s Weakness : As a school we must refine levels of effective communication so that students and families achieve success in meeting the expectations of college and career. (3.4 2014-2015 Principal Performance Observation)</p>		
<p>Needs:</p> <ul style="list-style-type: none"> Ensure that teachers are able to develop and implement lessons that align to CCLS and provide differentiated instruction to meet the needs of all students. 		

- Use meeting time for departments to rigorously review lesson plans to ensure alignment to the CCLS. Provide additional PD on Data Driven Instruction protocols; ensure teachers incorporate PD strategies into their instruction practices.
- Provide dedicated meeting times for staff to develop interdisciplinary instruction that will include the arts, technology and enrichment opportunities for all students. Provide PD for all teachers on the effective use of interdisciplinary enrichment in their planning and instruction.
- Create a system for teachers to consistently review formative and summative assessments to ensure the alignment between the curriculum and assessments and to provide quality feedback to students that will improve student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, across content areas, students will cite evidence to justify and explain their thinking.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Curriculum teams in core subjects will continue to meet twice a week to ensure alignment with CCLS. Teacher Team Minutes will be submitted to Department Supervisor.</p> <p>The Department Supervisor will review and comment on Teacher Team minutes for focus on this goal.</p>	<p>All content area teachers</p>	<p>Weekly throughout the year</p>	<p>Teachers, Grade Lead Teacher, SLT Lead Teachers and Assistant Principals</p>

<p>The Department Supervisor will visit each Teacher Team at least once a MP.</p> <p>Professional development for the school-wide writing goal across all disciplines is designed to impact student achievement.</p> <p>Engage in inter-visitation cycles to gauge effectiveness of assessment practices to improve pedagogy.</p>			
<p>ESL and ISS teachers collaborative plan with their content area colleagues and provide supports and strategies.</p> <p>ISS teachers attend content PD sessions with their co-teacher</p> <p>Teachers incorporate language objectives in content area daily lesson plans</p>	<p>ESL and ISS teachers paired with their content partners</p>	<p>Ongoing</p>	<p>Teacher pairs and Assistant Principals</p>
<p>Families have access to PupilPath which allows them to monitor their child's progress in every daily subject and communicate through this system via email.</p> <p>Families are provided information around CCLS, literacy, use of PupilPath</p>	<p>Teachers, students and family members</p>	<p>Ongoing</p>	<p>Teachers, the Principal and Assistant Principals</p>
<p>Teams of teachers collaborate to revise curricula, implement instructional strategies that engage students in learning rigorous college and career ready skilled curricula during Common Planning Time (CPT)</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Principal & Assistant Principals</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources needed include: All staff members through participation in SLCs, PDs, communications and collaboration between staff, students and families.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
In all content areas, the January 2016 Regents essay & short response scores will be compared to January 2015 essay & short response scores to analyze the effectiveness of citing evidence . The effectiveness of the writing initiative will be measured by grades increasing 2% across all content areas.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>NHS’s SLC structure is our strength and will continue to be for SY 2015-16. We have incorporated in its design distributive leadership where each SLC is designed to support the child’s social, emotional and academic growth. The Assistant Principal, Lead Teacher, designated Guidance Counselor and SLC classroom teachers collaborate daily to positively impact student achievement through case conferencing, data collection, and analysis to address student social and emotional needs while creating pathways to academic success for them. The team’s responsibility is to address concerns before they have negative impact. SLC data is disaggregated for scholarship reports, attendance reports, and incident reports are utilized as new data becomes available during SLC daily meetings so that all constituencies know the needs of their students. Similarly, school leaders analyze disaggregated and school wide aggregated along with school wide disaggregated data by subgroups to create action plans that address the assessed needs. The support teams within each SLC respond to request for support from the leaders, teachers, parents, and students. Programs, services and supports are effectively in place across the school to attend many needs of some students which contributes to a healthy learning environment.</p> <p>Attendance Data over the last four years: (Progress Reports & School Quality Guide)</p> <p>School Year 2011-2012 85.4%</p> <p>School Year 2012-2013 85.3%</p> <p>School Year 2013-2014 85.2%</p> <p>School Year 2014-2015 87.0% (ATS RSAL)</p>		

Although there was a slight decrease for three years, the school's attendance increased last school year. In order to see this trend rise, as a school we must continue to 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.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>SLC recognition and celebrations for students with perfect and most improved attendance.</p> <p>School-wide and SLC systematic and immediate parental outreach when students are absent.</p> <p>The SLC serves as the student's social emotional and academic center. Students have access to academic resources, student teacher conferences,</p>	<p>All staff</p>	<p>Ongoing daily, throughout the year</p>	<p>Lead Teachers Guidance Counselors (GCs), SLC members and Assistant Principals (APs)</p>

guidance counselors, behavioral support teachers and content area teachers who provide targeted intervention to students by conducting regular and frequent outreach, including those students that do not seek assistance are targeted.

During common planning time, teachers are engaged in discussion with teacher teams and support staff to support the social emotional development of the students, engage in teacher planning, inquiry work, case conferencing, professional development, and targeted student tutoring.

All staff members engage in collaborative discussions to improve performance, attendance, scholarship and social emotional development for students. Data is drawn from a variety of sources, including the Progress Report, the School Report Card, the Graduation Tracker, ATS reports, Marking Period Scholarship Reports, periodic assessments, Regents, NYSESLAT, and current Regents statistics, and monthly attendance reports

Departmental and SLC Inquiry teams identify at-risk students and track progress for Regents-readiness and credits. Diagnostics, mid-term and mid-year assessments, are administered and students needing additional academic support identified. Support is provided through content area classes, SLC and after-school tutoring, Saturday

<p>tutoring academy, and extended day. Teacher teams design instructional strategies that address students' needs and support credit accumulation.</p>			
<p>Guidance Counselors conduct cohort and SLC specific classroom lessons and assemblies focusing on graduation requirements, student programming, and the student support services available.</p> <p>The 9th Grade Advisory Program provides students with strategies for learning to help students identify their area of need and ask questions regarding their work and promoting college readiness.</p> <p>Students that are off-track for graduation due to lack of credit accumulation are identified and provided the following opportunities: extended day courses, online blended courses, catch-up work, physical education boot camp, Lunch and Learn program, and Breakfast Buddies program. Students that are off-track for graduation due to Regents examinations will be provided with specific content concepts utilizing LearnerPal.</p>	<p>All students</p>	<p>Ongoing throughout the year</p>	<p>Lead Teachers, Guidance Counselors, SLC members and Assistant Principals</p>
<p>Parent Coordinator conduct outreach and monthly workshops for families including one-on-one PupilPath support for parents.</p> <p>Ongoing parental outreach to keep parents informed of student's progress and development include</p>	<p>Parent Coordinators, SLC staff, students and family members</p>	<p>ongoing</p>	<p>Lead Teachers, Guidance Counselors, SLC members and Assistant Principals</p>

<p>sharing opportunities for Catch-up assignments, and tutoring are communicated to parents and students via letters, phone calls and email through PupilPath.</p> <p>SLC intervention meeting with students, teachers, families, behavioral support teams and guidance counselors promote academic, social and emotional well- being of the students</p> <p>NHS will have an onsite health clinic sponsored by Plaza del Sol that provide students with physical and emotional health services.</p> <p>The partnership with Queens Community House for 9th grade students' to establish a future of success.</p> <p>SLCs celebrate student successes in a series of academic award ceremonies where families, students, teachers, counselors and other staff recognize departmental attendance and school-wide academic achievements in an assembly format.</p>			
<p>Teachers set clear classroom expectations through the use of school-wide expectations, individualized classroom and department contract that create a coherent learning environment</p> <p>Student council meetings with principal and representatives of our diverse student population</p>	<p>All students</p>	<p>ongoing</p>	<p>All teachers</p> <p>Principal, COSA</p> <p>Advisory Teachers,</p> <p>COSA, Arista Supervisor</p> <p>NGA Director & All NGA teachers</p>

<p>provides a forum for student leadership</p> <p>Students in Ninth Grade Advisory classes receive the following additional supports: have “buddy” system, receive individual conferencing with Advisory teacher focusing on goal setting, time management, and stress management. Every Friday Advisory students are engaged in “Team Building” activity. Every Advisory teacher serves as a mentor and follows up on students’ academic and social and emotional development</p> <p>Leadership and Arista students will implemented “Big brother/big sister” mentoring and tutoring program, based on the needs of data provided through a parent/teacher/student survey. Students are matched to their mentor based on mentee’s academic needs.</p> <p>All NGA SLC members participate in the “Adopt 5” initiative.</p>			
--	--	--	--

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources needed include: All staff members through participation in SLCs, PDs: technology required for data analysis, Skedula Grades, communications and collaboration between staff, students and families; and partnership supports.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

As calculated by ATS, attendance for cohorts R, S, T & U will be over 80% for YTD by January 29 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	HE
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>A school need: at this time 69% of students earned enough credits in 10th grade to be on track for high school graduation. (High School Quality Snapshot 2013-2014) We need to be at least at the City Average: 78% if not the Borough Average: 81%</p> <p>According Teacher Teams create assessments, tasks, rubrics, protocols and curricular adaptations and extensions for all students including English language learners and students with disabilities. Teams share resources online via the Edmodo online platform.</p> <p>Content Teacher Teams meet at least two times per week to engage in six to eight week inquiry cycles, adapt curricular resources including tasks and rubrics, and engage in student data analysis.</p> <p>Inter-disciplinary SLC Teams meet at least three times per week, and teacher leaders meet weekly with the administration and monthly with the principal to support shared improvements in teacher practice and student goals. 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 Measures of Student Learning (MOSL) exams, and examining MOSL data to inform their planning and preparation for their classes. Teams create and evaluate two major Common Core performance tasks each year (analyzed after each completion for revisions). Data from these assessments impact student flexible groupings and inform tiered projects. (Quality Review April 2015)</p> <p>These practices should be consistent across subjects and departments. Formative assessment activities should results in adequate matching of activities with the individual needs of each learner. PD sessions will help teachers develop a better understanding of the CCLS shifts that need to be addressed in assessments.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 78% of the students will earn 10+ credits in their 2nd year, an increase of 9%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>The Instructional Cabinet, Lead Teachers and SLT members review, and evaluate data, plan, share and revise school academic supports to meet the targeted needs of our students.</p>	<p>Cabinet Members</p>	<p>Weekly Instructional Cabinet meetings</p>	<p>Principal, APs, Lead Teachers, SLT members</p>

<p>PD focuses on instructional strategies that provide for multiple entry points for all learners, align with a rigorous CCLS curriculum, address needs and gaps identified, incorporate the school-wide “Engaging & Learning through Writing” initiative</p> <p>Instructional Walk-through inform PD by evaluating current rigor and focusing strategies on consistent teacher practice</p>	<p>All teachers</p>	<p>On going</p>	<p>Principal, APs, Lead Teachers</p>
<p>An updated Student Handbook for SY 2015-16 is provided to parents and students including school regulations, academic and behavioral expectation as well as individualized class contracts.</p> <p>Professional development for parents focus on school-wide academic, social, emotional concerns, include the data sources and their use, school initiatives, opportunities for student supports, the ICT classroom model and special timely events.</p>	<p>Staff, families, students</p> <p>Parent Coordinator</p>	<p>Beginning of the school-year</p> <p>ongoing</p>	<p>APs, GCs</p> <p>Parent Coordinator, Guidance Department</p>
<p>Student Council enables students to express concerns and work with leadership to find solutions</p> <p>CPT includes designated days for group and individual student tutoring provided by their SLC classroom teachers</p> <p>SLC and Department PD meetings designate time for collaboration to improve performance, attendance and scholarship</p>	<p>Student Council members</p> <p>Students recommended for tutoring</p>	<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal and COSA</p> <p>Lead Teacher & SLC members</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources needed include: All staff members through participation in SLCs, PDs,: technology required for data analysis, Skedula Grades, communications and collaboration between staff, students and families											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>School leaders have designed a system that is dynamic, adaptive and interconnected by the implementation of the school's SLC structure that will guide the cycle of continuous improvement and action where collaboration, communication, and program structures enable revisions as needs indicate with personnel and resources. Distributive leadership is evidenced by weekly meeting of school leaders, including the cabinet members, and Lead Teachers that impact the work of the SLC teams. The SLC teams monitor student data, participate in inquiry, share best practices communicate with colleagues and families to improve the quality of student life and achievement. An extensive cadre of administrative and teacher leaders has successfully implemented six small learning communities and are focused on critical school improvement goals of increasing academic achievement, attendance, and graduation rates. Creative use of programs and human resources has resulted in many integrated and increased opportunities for students. These opportunities serve all students. Structures for formal and informal observations are in place where actionable feedback is provided to school leaders and teachers. A system to monitor and norm the quality of the feedback has been established.</p> <p>Our regents pass rates show a concerning trend regarding the depth of analysis that students are able to reach. in order to make gains on the Regents exams teachers will demonstrate growth in developing robust and engaging classroom questions and discussions, as measured by the Danielson Framework.</p> <p>As a school we will strengthen teachers' assessment practices to reflect feedback resulting in instructional adjustments and clear next learning steps to improve student outcome. (Principal Performance Observation Feedback May 2015)</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of teachers scoring Effective in 3b (Questioning & Discussion) will increase by 13% as measured by frequent, informal and formal observations recorded in Advance. By providing teachers with formative feedback and professional development to support improved practice in these competencies across the Danielson framework there will be improvement in student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Using components 3b (Questioning and Discussion Techniques) as our lens during classroom observations will allow</p>	<p>All teachers</p>	<p>SY 2015-2016 On going</p>	<p>All AP Supervision, all teachers</p>

<p>Supervisors to hold conversations with teachers on how to improve. 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.</p>			
<p>Supervisory staff will meet individually with teachers to review student data and <u>together</u> develop plans that include components of Danielson for improving student achievement .</p>	All teachers	SY 2015-2016 On going	All AP Supervision, all teachers
<p>In Observation Feedback teachers will receive specific recommendations for 3b; teachers will be directed to implement a strategy into the Lesson Plan by a specific date</p>	All teachers	SY 2015-2016 On going	All AP Supervision, all teachers
<p>The Parent Coordinator will conduct parent outreach throughout the year outlining school-wide initiatives.</p> <ul style="list-style-type: none"> • One of the initiatives is the Danielson Framework and presenters during the parent workshop will outline how Newtown High School is using this tool to enhance teacher practice. • Parents are informed regularly during PTA meetings. Handouts include information about instructional programs. <p>Parents receive progress reports informing them of students' academic and social progression with practical strategies to implement .</p>	All parents	SY 2015-2016 On going	Parent Coordinator, AP PPS

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Provide at least 2 PD on 3b Show at least a 6% increase of teachers being rated effective in 3b											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>Newtown High School staff shares the commitment to effectively communicating with all constituencies, students, families, colleagues, and partners to support the child’s academic achievement and social emotional growth. Protocols for communication between staff, students and their families are in place. Phone calls, emails, and letters document communications. PupilPath enable parents as well as students to review the latest data about their child. The Parent Coordinator provides professional development to family members as well as personally act as a liaison between family members and school personnel. They create and distribute monthly newsletters containing valuable information for families. Family involvement and engagement goes beyond sharing student’s academic and behavior information. The school communicates with parents and families using multiple mediums.</p> <p>School Need: Refine levels of effective communication so that students and families achieve success in meeting expectations of college and career. (Principal Performance Observation May 2015)</p> <p>Opportunities exist for parents to engage with teachers and school staff related to their child’s academic progress and social-emotional growth. More opportunities to discuss local and state data related to student learning and achievement should be offered. Communication with families is provided in English and Spanish but should be more consistent in other languages of the school community. Staff should be trained to build capacity to foster on-going family/school partnerships. The school should create more opportunities to learn about student needs through mutual engagement with families.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in the attendance of parents at more than three parent workshops to communicate student progress data with parents on a regular basis in order to increase student achievement as measured by School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The bi-lingual Parent Coordinator support parents with: communication including, monthly Newsletters, responding to phone calls and following-up on concerns, providing individual PD and group PD around data, grades, PupilPath, school initiatives,</p>	<p>Families SLC team and family members SLC team members, students and families</p>	<p>Ongoing Ongoing Throughout the school year</p>	<p>Parent Coordinators SLC team members Lead Teachers , Assistant Principal/SLC Directors</p>

<p>literacy, and CCLS among others.</p> <p>SLC design facilitates communication between staff and families about student academic and social emotional progress</p> <p>SLC planned events celebrate students' academic, Sports, and career related achievement with ceremonies where families are invited.</p>			
<p>Through the SLCs, all students are supported by teachers, Guidance Counselors, Assistant Principals equally regardless of subgroup status.</p> <p>SLC activities including looking at student work incorporate disaggregated data analysis, professional development to meet the needs of all students including subgroups.</p>	<p>All students</p> <p>All SLC staff</p>	<p>Ongoing</p> <p>Weekly</p>	<p>All SLC staff</p> <p>All SLC staff</p>
<p>PupilPath makes it possible for families to acquire the latest information about their child's progress and communicate with the teachers.</p>	<p>Students and families</p>	<p>Ongoing</p>	<p>Assistant Principals</p>
<p>Communication between staff and families around student progress is an integral part of the SLC structure design. Families engage in phone calls and emails, and use PupilPath to improve student outcomes,</p>	<p>All staff and families</p>	<p>Daily</p>	<p>Assistant Principals</p> <p>SLC Lead Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed include: All staff members through participation in SLCs, PDs: technology required for data analysis, PupilPath, communications and collaboration between staff, students and families; CBOs and partnership supports.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Conduct at least 5 parent engagement functions.
Show at least 3% increase in the number of parents participating.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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)	8th grade ELA exam scores of levels 1 & 2 ELA Regents exam scores below 65	In coming 9th graders, who have received scores at levels 1&2 on the 8th grade ELA exam, are placed in double period English classes. The second period of the double period classes is a writing class with a focus on strengthening writing skills to better support struggling 9th grade students. 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 are a support system. City Year corps members push-in tutoring and assistance in 9th grade classes. Additional tutoring classes are provided after-school on Monday – Thursday. Integrated Co-Teaching : ELA & ESL collaborative team teaching classes provide instruction to	<ul style="list-style-type: none"> • Small group instruction • Collaborative Team Teaching • Tutoring Regents Prep sessions Extended Day classes	Services are provided Monday – Friday, during school and Monday-Thursday after-school

		<p>students in English classes to support students at grade level, on levels 1 & 2, and SWDs.</p> <p>Saturday Academy: Small group instruction provided to students who need extra support 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 NYSELAT; 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 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 Common Core 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, Intermediate Algebra, Geometry,</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 and Saturday mornings</p>

		<p>and Algebra 2/Trigonometry classes offered additionally in Spanish and Chinese to ELLs who have not yet passed the NYSELAT</p> <p>Extended Day Provision classes: Classes offered in English and Spanish to students as an extra math class to support students in 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 – Common Core Algebra 1, Common Core.</p>		
<p>Science</p>	<p>Students who have not scored a 65 on the Living Environment regents Students who are not on target for credit accumulation in Science</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>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>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 students and has a very high success rate. Tutoring with City Year is offered Monday through Thursdays.</p> <p>After School Lab Makeup. 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 make 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 Students who have not scored a 65 on the Global and US History regents Students who are not on target for credit accumulation in the Social Studies subject area</p>	<p><u>Integrated Co-Teaching</u> : 21 collaborative team teaching classes provide instruction to classes taught by two teachers <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 Global History and US History Regents exams. <u>Summer School</u> : Identified by a failure to meet course standards and/or pass Regents exams. Provides an opportunity for students to make up credits. Reduced student-teacher ratio enables small group and individualized instruction based on assessed needs. Affords at-risk students, identified by cohort data, the opportunity to re-take Regents exams</p>	<p>Small group instruction Team Teaching tutoring, small group & one-on-one Regents Prep seminars, Auditing Regents classes Supplemental Social Studies classes. Supplemental Extended Day Classes</p>	<p>Lunch Tutoring during the day, before and after school and weekend</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students identified by Pupil Personnel Team, SLC Teacher teams, Social Workers, Guidance Counselors, Deans, and by parental request. In addition, a student with</p>	<p>Individual and Group Counseling; Specific Topics assigned to each guidance counselor, social worker and Spark counselor to help students with</p>	<p>Individual counseling Small Group counseling Family counseling sessions Provide information about on- going tutoring services provided by subject</p>	<p>The service is provided during the day, before and after school.</p>

	<p>excessive absence or cutting.</p>	<p>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>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>	
--	--------------------------------------	---	--	--

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 section where the response can be found [for example, Section 5A-Part 4]
- 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

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 borough-wide hiring fairs.

2b. High Quality and Ongoing Professional Development

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

All department supervisors provide ongoing professional development on the Common Core State Standards. Teachers are trained in strategies and techniques to help them implement Common Core State Standards into all of their lessons.

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/information, early intervention services, etc.).

N/A

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 create tasks and assessments that are Common Core aligned. They create the assessments with professional development support. Creating and examining the assessments allows teachers to shift practice based on the data. Additionally, the department teams meet twice a week to maintain common assessment materials. Department teams analyze assessment results to plan for methods of improvement.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	790,533	x	5a 5b 5c 5d 5e
Title I School Improvement 1003(a)	Federal	16,967	x	5a 5b 5c 5e
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	61,312.00	X	5a 5b 5c 5d 5e
Tax Levy (FSF)	Local	10,014,272	x	5a 5b 5c 5d 5e

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template

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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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: <u>Newtown High School</u>	DBN: <u>24Q455</u>
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: <u>571</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>13</u>
of certified ESL/Bilingual teachers: <u>11</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

-
-
-
-
-
-

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

106 x 1 teacher x 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 days x 3 teachers x 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

Part B: Direct Instruction Supplemental Program Information

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.

106x 1 teacher x50.49 = 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

- Translation Services

- According to our approved Translation Plan from the 2013-2014 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 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.

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.

Part D: Parental Engagement Activities

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 	<u>73,366.74</u>	<p><u>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</u></p> <p><u>26 days x 8 teachers x 50.49 = 10,501.92</u></p> <p><u>1. After School - Sub- Group - Long Terms ELLs, Middle of the Year ELLs 106 x 1 teacher x 50.49 = 5,351,94</u></p> <p><u>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.</u></p> <p><u>2. After School - Sub- Group - SIFE Program- Four days a week for 2 hrs 212 days x 3 teachers x 50.49 = 32,111.64</u></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><u>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.</u></p> <p><u>3. After School Sub Group- Intermediate/ Advanced ELLs</u></p> <p><u>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.</u></p> <p><u>106x 1 teacher x50.49 = 5,351,94</u></p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>_____</u>	<u>_____</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>12,037.26</u>	<p><u>General instructional supplies for 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</u></p>
Educational Software (Object Code 199)	<u>_____</u>	<u>_____</u>
Travel	<u>_____</u>	<u>_____</u>

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.
Other	<u>500.00</u>	<u>During parent meetings, the school will provide light refreshments for parents of ELL students.</u>
TOTAL	<u>85904.00</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal John Ficalora	Assistant Principal Charlene Nieves
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Shara Berkowitz	School Counselor Marcia Aguancha
Teacher/Subject Area Alexandra Martinez	Parent Blanca Jimenez
Teacher/Subject Area Meny Beriro	Parent Coordinator Gisela Zapata
Related-Service Provider John Clifford	Borough Field Support Center Staff Member type here
Superintendent Elaine Lindsey	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	9	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	4	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	2032	Total number of ELLs	453	ELLs as share of total student population (%)	0.00%
--	-------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish & Chinese
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										111	98	78	78	0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	453	Newcomers (ELLs receiving service 0-3 years)	346	ELL Students with Disabilities	48
SIFE	138	Developing ELLs (ELLs receiving service 4-6 years)	50	Long-Term (ELLs receiving service 7 or more years)	55

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	210	79	3	35	8	0	18	1	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	133	32	0	15	4	9	42	0	35	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

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 _____										97	88	75	66	0
Chinese										14	10	3	12	0
SELECT ONE _____														0
TOTAL	0													

**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																			

* EP=English proficient student

**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	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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														0
Chinese										52	27	11	11	0
Russian														0
Bengali										7	7	2	2	0
Urdu										2	1	0	0	0
Arabic										1	1	0	0	0
Haitian														0
French										0	1	1	0	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	9	7	55	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										30	17	19	5	0
Emerging (Low Intermediate)										11	16	19	16	0
Transitioning (High Intermediate)										11	24	12	18	0
Expanding (Advanced)										34	47	43	58	0
Commanding (Proficient)										6	31	24	22	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	5	19	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										3	10	4	5	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	83		54	
Integrated Algebra/CC Algebra	18	67	14	16
Geometry/CC Algebra	15	35	11	27
Algebra 2/Trigonometry	8	16	0	8
Math <u>CC</u>	17	26	8	16
Chemistry	1	6	1	2
Earth Science	21	55	25	2
Living Environment	52	144	32	55
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	36	88	17	48
Geography				
US History and Government	64	131	27	81
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	35	22	33	14				
Chinese Reading Test	2	8	4	13				

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Newtown High School administers the NYSITELL 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 NYSITELL, Spanish LAB, NYSESLAT, ELA, and English Regents scores, as well as initial diagnostic writing samples taken in all level classes. NYSITELL 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 integrated NYESLAT preparation in the curriculum, added an additional writing class for entering and emerging 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.
 - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT: Generally WRITING is the the lowest score across performance levels and grades.
 NYSITELL: Each student has different results. Some have similar results in all 4 modalities while others show great disparities in the results for each modality. There doesn't seem to be a trend as to which modality has the most cases of being the most deficient.
 - 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 uses the AMAO tool during our small learning communities. We use the AMAO tool to implement EWI (Early Warning Intervention) 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. We identify at risk students and assign teacher mentors. These mentors work with selected students two to three times a month. The SLC identifies struggling students and creates 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.
- In order to increase inthe number or percentage of LEP/ELLs making progress in learning English AMAO 1, students attend an

afterschool program in which Achieve 3000 is utilized.

At the present time, Newtown High School's annual increases in the number or percentage of LEP/ELLs attaining English language proficiency was 83 in the 2014-2015 school year out of 571 students.

Newtown High School has gone to great lengths to address students' deficiencies in reading and writing as revealed by NYSESLAT test data. First, we use NYSESLAT data to ensure proper student placement. Next, we continue to revise 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, argumentative writing and low and high stakes writing. Moreover, we use common planning time to examine student work and share pedagogical best practices. We also offer tutoring, an after school extended SIFE program, and Saturday classes to assist struggling students.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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 language. 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 shows 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 ENL 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. Periodic assessments will be implemented to help us assess specific student weaknesses in order to drive instruction and the Common Core Performance Tasks argumentation unit will be done in every content area. We are looking forward to the information this will provide to us on students' native language abilities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

There was an increase from June 2013 to June 2014 of 17 % and increase of 9 % as well as an increase of 16% from January 2014 to January 2015 in ELLs passing the Comprehensive ELA Regents Examination. This is due to the fact that all regents teachers plan lessons together on a weekly basis and follow the same curriculum. ENL teachers plan uniform assessments to ensure that all students are mastering the skills for the regents.

From June 2011 to June 2013, there was an increase of 16% in Alegbra. From June 2011 to June 2013, there was a decrease of about 20% on the Global regents. From June 2011 to June 2013, there was a decrease of about 10 % for the U.S. History regents. From January 2014 to January 2015, there was an increase in Global of 7 % and Living Environment of 10 %.

There is an obvious need to improve our preparation of ELLs for the Regents exams required for graduation: ELA, Algebra, Global History, US History, and Living Environment. Because these exams have enormous literacy demands, these results align with the NYSESLAT data which shows that our students need to further develop their reading and writing skills. Instructional strategies and materials to provide access to academic content areas and accelerate English language development to ELLs include RIGOR program, classroom libraries, iPads, Laptops, audiobooks, and teacher created materials. Content area teachers are provided with grade level appropriate supports such as content materials written specifically for ELLs. All teachers of ELLs, including content teachers, receive intensive professional development on ESL strategies (SIOP) on how to address the needs of this at risk student subgroup via training from the ESL department, SLC colleagues and content area Assistant Principals.

6. How do you make sure that a student's new 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 home language into English. We also use data from NYSESLAT, NYSITELL, Spanish LAB, student transcripts, diagnostics, SIFE LENS 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 target language?
- b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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 Entering through Commanding, an increase in the percentage of Emerging and Transitioning students passing the English Regents Exam, and some improvement in the percentage of ELLs passing other content area classes and Regents exams, and our ELL graduation rate. There is a need to improve our preparation of ELLs for the Regents exams required for graduation: ELA, Algebra, Global History, US History, and Living Environment. Because these exams have high literacy demands, these results align with the NYSESLAT data which shows that our students need to continue to develop their reading and writing skills. Instructional strategies and materials provide access to academic content areas and accelerated English language development to ELLs. Content area teachers are provided with grade level appropriate supports such as content materials written specifically for ELLs. Our school's ELLs struggle to meet AYP as the math and ELA regents data show. The school provides extensive tutoring to try to improve students' results. All teachers of ELLs, including content teachers, receive intensive professional development on the SIOP Model.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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. If parents need home language during the intake process paras in the building assist them with translation. On occasion, we call translation services for the parents. The HLIS is reviewed and completed with the of Assistant Principal Charlene Nieves or the LAB-Besis Coordinator Shara Berkowitz. If the HLIS indicates that a language other than English is spoken in the home, the student is administered an ESL Placement test in the ESL office by the Assistant Principal Charlene Nieves , ESL, the LAB-Besis Coordinator Shara Berkowitz. The Placement Test assesses basic comprehension skills and writing skills. The student is then interviewed by the AP or LAB-Besis Coordinator and the students' listening and speaking skills are assessed. Then the student is admistered the NYSITELL. All students are given the NYSITELL within ten days of registration (most are administered within a day or two). The NYSITELL is scanned , reviewed and placement is made. 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 student ability in Spanish.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The SIFE questionnaire is given to assess students' literacy and math skills. If it is determined that the the student is SIFE, the LENS is given. If students are illiterate in their native language and do not know any English, they are placed in the ESL1 Sife class. If the student is a native Spanish speaker and is an incoming ninth grader, he is also placed in the new self contained SIFE program. This includes U.S. history, living environment, 3 periods of ENL, common core algebra, and NLA.

All SIFE students receive support in the extended day credited after school SIFE program for bilingual Spanish and Chinese and freestanding English as a Second Language 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.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT, (the assistant principals of ISS John Clifford and ESL Charlene Nieves , the Lab-Besis Coordinator Shara Berkowitz / Teacher, IEP Coordinator John Ramirez /Teacher Denia Giannotti) along with the SIT review the IEPs of all the students who are ELLs. We check for their reading comprehension level and their writing skills. We determine what related services they have, especially Speech, where the provider can assist them in improving their reading and writing skills. Ms. Berkowitz interviews the

student and the parent. The family completes the parent survey and selection form Ms. Berkowitz explains the options and the family chooses their program. Ms. Berkowitz places the student in the program they selected. The parent then receives a placement letter. If parents need needs translation during the process paras assist with translation. On occasion, we call translation services for the parents. The timeline to accept or reject LPT recommendation is 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Shara Berkowitz keeps a list of all students taking the NYSITELL. As soon as the exam is scanned and a score is determined, she gives te appropriate letter tot eh student. Often, the parent is present and it is completed immediatedly. If the parent is not present, the student takes the letter home and returns is signed the next day. The letters are available and given in the students' home languages.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

LAB-BESIS Coordinator and/or Assistant Principal, ESL will evaluate the status of incoming ELLs by providing in-take assessment to determine if the student is entitled to services. Upon evaluation, if the evaluator feels the student needs services, the evaluator discusses the options with the parents. The LAB-BESIS Coordinator or Assistant Principal, ESL will explain the appeal process and fill out the Re-Identification papers. All information is available in the preferred language. Copies of letters are filed in the ESL office, Room 255.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When parents come to register their child, the Lab-Besis Coordinator describes the 3 programs and they view the Parent Orientation Video in room 256 via Ipads or Laptops. If it isn't feasible to view the video immediately, an appointment is given for them to return within 5 days. If the parents do not appear, the Lab/Besis Coordinator calls them and reschedules. Ms. Berkowitz and/or Ms. Nieves explain the how TBE porgram could become available if 15 students in one grade who speak one language choose a TBE program. All information is available in the preferred language. When a parent survey is not returned, TBE is the default placement .

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

When new students register, the Lab-Besis Coordinator or Assistant Principal, ESL interviews the student and parent. Parents complete the Parent Survey and Program Selection form at the time of the interview. ESL teachers distribute the Selection form in their classes and keep a record of who returned the form. If a student does not return the form in a week, the teacher calls the child's home and asks the parent to complete it. All forms are stored in the ESL office. Copies are placed in their permanent records in the Guidance office. If a program becomes available, the parents will be called by Ms. Nieves. All forms are available in the parents preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Each teacher keeps a list of their class rosters and checks off when students return the form. If a form is missing because a student has not attended and the student returns from a long term absence, the teacher gives the student the form and asks him or her to return it asap. The form is then filed in the office. All forms are available in the parents preferred language.

9. Describe how your school ensures that placement parent notification letters are distributed.
Shara Berkowitz distributes the parent notification letter to parents when new registrants are placed. All forms are available in the parents preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Originals are placed in the ESL office in room 255 and copies are placed in their permanent records. Ms. Nieves is responsible maintance of records and they are stored in room 255 in a secure file cabinet. Shara Berkowitz and Charlene Nieves have access. Files are maintained in the ESL office. New students are in one file. All others are filed by their ESL teacher's name.
11. 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.

Students are identify as eligible to take the NYSESLAT by running the RLAT. Speaking: Training: On April 22 nd , the LAB-Besis Coordinator who had attended training, trained 15 teachers to administer the Speaking Exam. During the week of April 28 th , ESL classes were scheduled to come down to the library and each period, a team of teachers tested the students. Listening, Reading, and Writing: On May 4 and 5, thirty teachers were trained during common planning time to administer all 3 sessions. On May 6 th , 19 rooms were set up for the administration of all 3 sessions. Proctors followed all the protocol in the Directions for Administrators Guide. Breaks were given in between sessions. Lunch was delivered to the room after Session 1 and a snack was delivered to the room after Session 2. Students stayed until they completed all three sessions. Make Ups: Students who were absent were given make up exams in a separate classroom on May 8 th and the week of May 11 th .

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Every September, Ms. Berkowitz visits every ESL class and distributes the Continued Entitlement letter and explains what the letter means. ESL teachers collect the Continued Entitlement letter in their classes and keep a record of who returned the form. If a student does not return the form in a week, the teacher calls the child's home and asks the parent to complete it. All forms are available in the parents preferred language.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trends over the years indicate that Spanish and Chinese speakers would prefer TBE are beginners and intermediate and speak Spanish and Chinese choose bilingual classes. We have these programs, so we are able to honor requests. 50 % of the advanced students choose Transitional Bilingual Education and 50% choose Freestanding English as a Second Language, so their requests are honored. 99% of speakers of other languages (such as Nepali, Tibetan, Bengali, Urdu, Tagalog, and Arabic) u choose Freestanding English as a Second Language, so their requests are honored.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

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 NYSITELL score. Entering ELLs receive 540 minutes per week according to the CR-Part 154. These ELLs are in a double period ENL class taught by an ENL teacher. The third unit is taught by a dual licensed ELA/ENL teacher. Emerging ELLs receive one period of stand alone ENL and one period of ELA/ENL taught by a dual licensed teacher. Transitioning and expanding ELLs receive one period of integrated ELA instruction taught by an ENL teacher and ELA teacher. The commanding ELLs receive 1 unit of ENL through Social Studies taught by a dual certified Social Studies/ENL teacher. Both CR- PART 154 ENL and TBE was provided with support in the ELA classroom and each English proficiency level class is divided as such: 9th and 10th graders are grouped together and 11th and 12th graders are grouped together.

- b. TBE program. *If applicable.*

All ELLs receive instruction in English regardless of whether they are enrolled in the Free Standing ESL or TBE program. 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 NYSITELL score. Entering ELL students receive 540 minutes per week according to the CR-Part 154. These ELL students are in a double period ENL class taught by an ENL teacher. The third unit is taught by a dual licensed ELA/ENL teacher. Emerging ELLs receive one period of stand alone ENL and one period of ELA/ENL taught by a dual licensed teacher. Transitioning and expanding ELLs receive one period of integrated ELA instruction taught by an ENL and an ELA teacher. The commanding ELLs receive 1 unit of ENL through Social Studies taught by a dual certified Social Studies/ ENL teacher. Both CR- PART 154 ENL and TBE was provided with support in the ELA classroom and each English proficiency level class with 9th and 10th graders together and 11th and 12th graders together. Spanish TBE classes include Global Studies, U.S. History, Algebra, Living Environment and Earth Science. Chinese TBE classes include Living Environment, Global Studies and U.S. and Algebra.

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELLs receive instruction in English regardless of whether they are enrolled in a Free Standing ESL or TBE program. 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 NYSITELL score. 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 NYSITELL score. Entering ELL students receive 540 minutes per week according to the CR-Part 154. Entering ELLs receive 1 unit of integrated ELA and 2 units of ENL (Dual certified ENL/ELA). Emerging ELLs receive 2 units per week one of which is integrated ELA (Dual certified ENL/ELA) and one is ENL. Transitioning and Expanding ELLs receive 1 unit of ELA with ENL support. The commanding ELLs receive 1 unit of ENL through Social Studies taught by a dual certified Social Studies/ ENL teacher. Both CR- Part 154 ENL and TBE are provided with support in the ELA classroom. One period of HLA is provided for speakers for Chinese and Spanish

3. Describe how core content is delivered in each program model. 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.

Every program model follows a curriculum that specifically addresses the common core standards. Curriculum maps and pacing calendars 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, all ELL and bilingual teachers are trained in Sheltered Instructional Observation Protocols (SIOP). SIOP Methodology ensures equity and academic growth for ELL students. The SIOP Model is a protocol 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 to their NYSESLAT results. Students are grouped heterogeneously so that their peers can help each other. ELL Content and Bilingual teachers use SIOP strategies as well as 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. Spanish TBE classes include Global Studies, U.S. History, Algebra, Living Environment and Earth Science and Chinese TBE classes include Living Environment, Global Studies and U.S. and Algebra. These classes use the 60/40 Language Allocation. As the school year progresses, English is used more in classroom instruction. Textbooks are in students' home language and English. Support materials such as classroom library books and dictionaries are provided in both languages. PD is provided for the teachers in best practices for ELLs.

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

Diagnostic assessments for Native Language include the Spanish Lab and CRT (Chinese Reading Test) 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 calendars, 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 work on the four modalities of language using ESL strategies. At the present time, there is a scheduled common planning period for ESL and content teachers to collaborate together.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

- 6 a. Our school plan for SIFE students: These students have been identified as 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. If the student is a native Spanish speaker and is an incoming ninth grader, he is also placed in the new self contained SIFE program. This includes U.S. history, living environment, 3 periods of ENL, common core algebra, and NLA. The SIFE team created interdisciplinary curricula to better support the students and help them meet their needs. They

meet twice a week to discuss progress, look at student work, and plan lessons.

6 b. Our plan for Newcomers: Students receive three periods of English/ESL instruction daily. Title III funding provides after school tutoring and Saturday Academic tutoring. SIOP and scaffolding strategies are utilized in ESL classes and content area instruction are implemented into each lesson. 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, and argumentative writing based on informational texts. The data used is as follows: State exams, evidence portfolios, teacher observations, and uniform departmental tests, which are 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 Developing ELLs 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. The curricula is designed to provide students with the academic skills needed to succeed in all these areas in language that are 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 mainstreamed 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 NYSESLAT. Achieve 3000 is implemented as an opportunity to gain proficiency.

6 e. Our plan for former ELLs is to provide them with all mandated services, including time extension on exams and the use of bilingual dictionaries and/or glossaries in their classes and on state exams. Tutoring is also provided to ensure they are 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 day classes to fulfill graduation requirements. The students continue to receive support after exiting the ELL program. A dual certified ENL/Social Studies teacher provides support in history class every day for 45 minutes.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

For ELL students who have been re-identified as ELL or non-ELL, the school will ensure the students receive support via extended day and tutoring class after school. They will be placed in the appropriate program based on their approved status. The ESL department will keep running records of such students, meeting with them on a regular basis to monitor his or her progress and provide services as needed.

8. 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?

ENL classes with SWDs are content based 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 ENL 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. According to their IEPs, they are provided with a para-professional to meet their needs. SWDs receive support by a dual certified ENL/Social Studies teacher and a ISS teacher who team teach in the ICT model every day for 45 minutes.

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

ELL 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 students can attain their IEPs goals.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

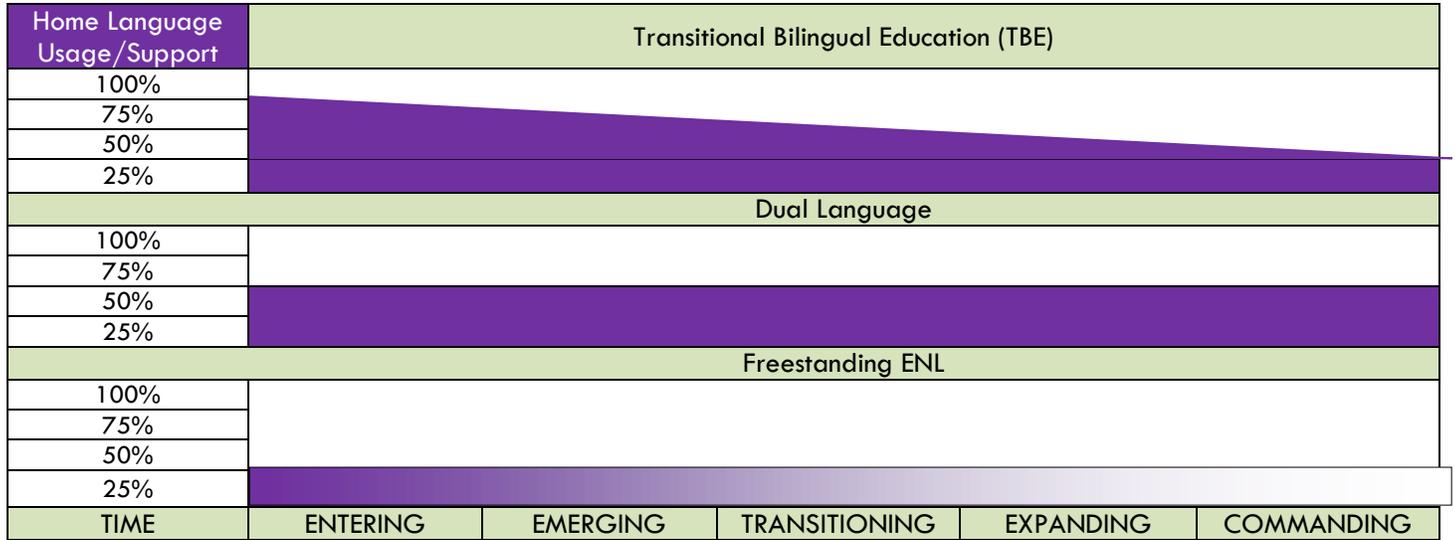


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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, etc.) in ELA, Math, Global, U.S. History, Living Environment, Earth Science, and Chemistry. Glossaries and bilingual dictionaries 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.

11. 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 levels of students on the NYSESLAT, 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. In the upcoming 2015 school year, we are launching a SIFE sheltered program for students struggling in core subjects. 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.

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

This year we will continue to have leveled regents classes for all ELLs taking the English Regents. These classes will teach students the skills needed to succeed on the Comprehensive English Regents Exam as well as the Common Core English Regents. ENL teachers will use materials that are appropriate to their language proficiency as per the NYSESLAT. We have also revised the curricula with 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 will be introduced in the ESL program for Social Studies. 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.

This upcoming school year, the SIFE program sheltered in all core subjects for students who are struggling academically, socially, and behaviorally will be launched. These students have been identified as lacking literacy and academic skills. The new program is carefully designed to assist them in 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. If the student is a native Spanish speaker and is an incoming ninth grader, he is also placed in the new self contained SIFE program. This includes U.S. history, living environment, 3 periods of ENL, common core algebra, and NLA. The SIFE team created interdisciplinary curricula to better support the students and help them meet their needs. They meet twice a week to discuss progress, look at student work, and plan lessons.

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

N/A

14. 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 College Now classes through Laguardia Community College, 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 Drama Club, Spanish Drama Club, Photography Club, Hiking Club, Robotics Team, Chorus, Guitar Performing group, Key Club, Arista, Chess Club, School Leadership, Chinese Club, Filipino Club, Mu Alpha Theta, 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 Exploration Program introduces students to NYC history and sites, navigation of the U.S. university system, and resume and college essay writing. ENL teachers announce school events in class. Invitations for events like the Thanksgiving Multicultural Dinner Dance are provided in different languages. ELLs participate in a performance of their own culture and bring foods from their culture. The COSA gets to know the ELLs and they are included in all school activity. ELLs and their parents get free tutoring on Saturday. ELLs also attend City Year after school tutoring. All sports teams are opened to ELLs.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The school uses the Achieve 3000 differentiated on-line reading program in several classes as well as in extended day credited classes. This program provides differentiated texts in the major content levels based on student lexile reading level. Teachers receive training on how to use its resources in the classroom and students are encouraged to use the program in their free time at home. The school also has several licenses for educational websites including Discovery Education and World Book Online. Teachers are provided with passwords to implement the resources in their lessons. Smartboards and Laptops are used as an additional support in the class. Interactive Smartboard activities are included in every lesson for tactile learners. 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. This year, the school purchased 100 iPads for ELLs to utilize in all ENL classes for research purposes. Depending on the population of the sheltered English content courses, additional home language materials, such as classroom libraries and bilingual textbooks, are available. In the TBE program, Spanish and Chinese language texts are provided on a number of reading levels. There bilingual language materials including bilingual dictionaries in all languages. Emerging students use simple bilingual dictionaries. Emerging, Transitioning and Expanding students preparing the Regents Exam in English are provided with comprehensive bilingual dictionaries.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

ELLs who scored below the "commanding" level on the NYSESLAT are required to include a daily period of HLA instruction. ELLs in the ESL program are provided accommodations and glossaries during state examinations. Commanding students will continue to receive support for two years by having a licensed ENL teacher in their content classes. In Newtown's ENL program, ELLs have access to bilingual glossaries and dictionaries and students are grouped according to their home language in class. Depending on the population of the sheltered English content courses, additional home language materials, such as classroom libraries and bilingual textbooks, are available. In the TBE program, Spanish and Chinese language texts are provided on a number of reading levels.

17. Explain how the school ensures all required services/resources support and 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 ENL instruction, tutoring, after school and Saturday instruction that help prepare them to pass all Regents exams and graduate in a timely manner.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

First, we have a well trained staff (Teachers and Counselors) to greet new students to the school and help them and their parents navigate the registration process. Parent are then 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 and tour the school. 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.

New ELLs who enroll throughout the school year are provided with workshops by teachers in our Small Learning Community. They are held in October and February. They discuss school structure, rules and procedures, where to go for help, how to succeed in school, and study skills. The bilingual counselors talked the them about credits and classes and regents requirements.

New ELLs are also invited to attend an orientation in October in the evening with their parents.

19. What language electives are offered to ELLs?

ELLs have opportunities to enroll in College credit bearing programs through Queensborough Community College 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 holds a Poetry Recitation Contest in Spanish and Chinese, among other languages in the month of April.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development workshops for staff working with ELLs are ongoing throughout the 2015-2016 school year. These workshops ensure the receipt of the appropriate PD hours for new and current ENL and Bilingual teachers (15% for all teachers and 50% for teachers of ELLs and bilingual teachers). This is open to all staff including Paras, A. P., Guidance Counselors, Parent Coordinator and Speech Therapists.

September 2015	Co-teaching strategies in an ELL classroom
October 2015	How do questioning and discussion look like in an ESL classroom?
November 2015	Implementing the Common Core in an ESL classroom
December 2015	Using Technology (Smartboard and Skedula) in the ESL classroom
January 2016	Analyzing and Interpreting Assessment Data
February 2016	Looking at Student work and adjusting instruction
March 2016	Complex Text and Close Reading
April 2016	Teaching Activities to support NYSESLAT Preparation
May 2016	Scaffold in the Content Area Classes/ Building Academic Language
June 2016	Supporting ELLs After Achieving Proficiency

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional development is implemented for all teachers of ELLs during common planning time and after school. Bilingual Social Studies, Science , Math and ENL 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. Some topics include citing evidence, infusion of grade level texts, argumentative writing strategies, and rigor in the classroom.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In August, 9th grade students are scheduled to attend Freshman Orientation to introduce new students to the building, the staff, and support programs available, as well as providing lessons on note taking skills and academic expectations. The 9th grade academy offers students behavioral supports and provides explicit lessons on the transition to high school through their Freshman Advisory class.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Professional Development workshops for staff working with ELLs are ongoing throughout the 2015-2016 school year. These workshops ensure the receipt of 15% for all teachers and 50 % for bilingual and ENL teachers. Once a week, for 45 minutes of common planning time, administrators plan and deliver workshops for ENL and bilingual teachers. Once a month, teachers also conduct after school workshops turnkeying ESL strategies in the classroom. The SLC leader keeps attendance lists and copies are kept on file in the ESL office Room 255. All agendas and materials presented in the workshops are also kept in the PD binder in the ESL office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of ELLs are invited to the monthly Parent Teacher Association Meetings and interpretation is provided. Parents receive a newsletter created by the school's Parent Coordinator, describing various events during the academic school year. This newsletter includes Spanish translations. School events such as workshops, available tutoring, report card distribution, college informational and financial aid sessions are held in the evening annually. One College Night is conducted in Spanish for parents. Every fall we conduct an orientation for parents of ELLs in the evening. Teachers hold different workshops to inform parents about study skills, classroom rules and procedures, goals for achieving proficiency and showing movement on the NYSESLAT, graduation requirements, and use of Skedula and training about how to log in and access information. Twice a year, parents attend the ELL parent meetings curriculum night where teachers discuss one on one the academic goals and for the semester.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Answer for question 2 is here:

2. Parents are assisted in accessing the Skedula system in order to monitor their children's progress. Parent Teacher Conferences are announced in the parent newsletter. Parents can view their children's performance and attendance on Skedula daily. The parent coordinator provide parents with a Skedula password. Through our SLC, teachers create parent out reach letters for students who are in need of early warning interventions. All of these materials are translated in the major languages of the student population. 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. Materials are translated in the common languages. We also have student leaders assist in other languages such as Bengla and Nepali. Adult ESL classes are offered on Saturdays at Newtown High School. Each ENL teacher keeps running records of parent interactions, either by phone, e-mail, mail, or in person. Teachers often have conferences with parents and students and refer parents to counselors, deans, or assistant principals when needed. Teachers utilize Skedula 6 times a year to create individual progress reports for parents to access from home.

3. During Parent Teacher Association Meetings, parents are asked to suggest future workshop topics that will meet their needs. The Parent Coordinator is also available on a daily basis to assist parents by phone and in person to discuss any concerns. In terms of the parents of newly admitted ELLs, the in-take process allows the ESL department to gather information about their specific needs and how we can best support them. Parent/community involvement- Newtown's Title III program 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 ENL/bilingual teachers. The Saturday ENL for Parents class is 9:00 a.m. to 12:00 p.m. from October 2015 through June 2016. 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 hold Parent workshops throughout the year. Topics will include: Discipline, using Skedula, examining Data, and post high school education options. The parent coordinator organizes a potluck dinner for parents and students annually. ELLs encourage their parents to cook and come celebrate the diversity of our school. It is a huge success. We also have an annual Multicultural Show where students perform dances and sing songs from their native countries. Parents come to see their children perform and learn about other cultures.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Newtown High School will partner with two Community Based Organizations , Latin Women of America and Maternal Infant Community Health Collaborative . Through these organizations, parents and students will take part twice a month in the following workshops:

Family Relationships

Police Interactions

Self - Esteem

Empowerment

Character Education

Health Workshop

5. How do you evaluate the needs of the parents?

During Parent Teacher Association Meetings, parents are asked to suggest future workshop topics that will meet their needs. The Parent Coordinator is also available to parents by phone and in person to discuss any concerns. In terms of the parents of newly admitted ELLs, the in-take process allows the ESL department to gather information about their specific needs and how we can best support them. Translation service available include staff members who speak Spanish , Chinese, Bengali, Urdu, and French. If translation services are needed we called translation services phone number. Surveys are conducted at PTA meeting to evaluate the needs of the parents. Programs are in placed to involve all the parents in all the cultures. One example is, the parent Multicultural Dinner.

6. 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 2015 through June 2016. Parents of ELLs are unfamiliar with NYC graduation requirements and the college admission. The school's College Office invites parents college informational events during the academic school year: a college Fair, a Financial Aid Management and Free Tutoring Registration. In addition, the College office provides support to students and families through CUNY and SUNY admission process, completion of the FAFSA form, and in taking advantage of scholarship opportunities. Translation service available include staff members who speak Spanish , Chinese, Bengali, Urdu, and French. If translation services are needed we called translation services phone number. The parent coordinator's role is to call parents and inform them of workshops , important school dates , and PTA meetings. She advises the parents when they have questions navigating the system. She assists with any online applications or websites needed such Skedula.

D. Additional Information

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

Paste response here:

School Name: Newtown High School

School DBN: 24Q455

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Ficalora	Principal		10/28/15
Charlene Nieves	Assistant Principal		10/28/15
	Parent Coordinator		10/28/15
Meny Beriro	ENL/Bilingual Teacher		10/28/15
Blanca Jimenez	Parent		1/1/01
Shara Berkowitz	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		10/28/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q455** School Name: **Newtown**
Superintendent: Elaine Lindsey

Before you begin, please check the following:

Principal has designated a Language Access Coordinator (LAC) in Galaxy
The LAC has attended an in-person or online training (www.learndoe.org/tiu/lac) by the Translation and Interpretation Unit
The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

1. The school reviewed RLAT to determine the number of ELLs currently served and the RHLA for the home language.
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. The school uses ATS reports for preferred Languages.
5. Parent survey are used to collect data to determine the needs of the parent.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish
Chinese
Bengali
Nepali
Hindi

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

1. Report cards have Spanish and Chinese comment codes.
2. Skedula provides parents with information in the languages spoken throughout the building.
3. Regular Robo calls for general information and special announcement are given in three languages.
4. Orientation workshops are given to parents in their home language.
5. Parent newsletters are given once a month in three languages.
6. Attendance letters are sent out in three languages.
7. In languages that are not dominant in the school, we use the translation department provided by the DOE.
8. Every second or third Thursday of the month during PTA meetings, the school disseminates parent-facing documents. A translation requests is sent to the Translation and Interpretation Department.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

1. Curriculum night
2. ELL orientation
3. 9th Grade orientation
4. PTA meetings
5. If an issue arise, we use the Language Identification Guide for over the phone interpretation services.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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
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.
4. The school also uses the Translation Unit for languages that are not common in the school.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

1. Our school has translators during Parent Teacher Association Meetings.
2. Our multi-lingual support staff offers outreach to parents as needed
3. The school surveyed staff members as to the numerous languages in which personnel were fluent and literate

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Information is disseminated to teachers, administrators, and parents via letters in various languages and through most informational materials are available for translation by the DOE however; we rely on staff to translation letters. Any accountable letters related to school were also disseminated in multiple languages to parents and community. The phone number of the Interpretation Unit at the beginning of the school year.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents are asked about their satisfaction of getting information in their home language through a survey provided in their home language.