

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **30Q555**

School Name: **NEWCOMERS HIGH SCHOOL**

Principal: **ORLANDO SARMIENTO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: NEWCOMERS HIGH SCHOOL School Number (DBN): 30Q555
Grades Served: 9, 10, 11, 12
School Address: 28-01 41 AVENUE, LONG ISLAND CITY, NY 1101
Phone Number: 718-937-6005 Fax: 718-937-6316
School Contact Person: Orlando Sarmiento Email Address: osarmie@schools.nyc.gov
Principal: Orlando Sarmiento
UFT Chapter Leader: Nina Kramer
Parents' Association President: Justina Ccoto
SLT Chairperson: John Perlaza
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Rocio Castro
Student Representative(s): Debby Amaya
Sujoy Bhowmik

District Information

District: Queen High Schools Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent's Email Address: Jmendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, LIC, 11101, 4th Floor
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 Comprehensive Educational Plan (CEP) 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)
Orlando Sarmiento	*Principal or Designee	
Kevin Jackson	*UFT Chapter Leader or Designee	
Justina Ccoto	*PA/PTA President or Designated Co-President	
Monica McLoughlin	DC 37 Representative (staff), if applicable	
Rocio Castro	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Sujoy Bhowmik	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Debby Amaya	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Leilani Mananghaya	Member/ Parent	
Carmen Bueno	Member/ Parent	
Maria Anguisaca	Member/ Parent	
John Perlaza	Member/ CSA	
Timothy Becker	Member/ UFT	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

Newcomers High School was founded in 1995 as a school for immigrant students who are also English language learners with the mission of providing them with rigorous academic instruction, supporting them to achieve English language proficiency and easing their transition to new city, country and culture. In 2010, we are proud that the prestigious magazine US News & World Report recognized our school as the # 6 Best High School in the United States based on the academic performance of our unique student population has selected our school. This year, US News & World Report recognized our school with a Gold Medal listing us as the 15 best high school in New York City and the # 37 best high school in New York State.

Our students are newly-arrived immigrants who are admitted throughout the school year. We have a highly qualified faculty, who are selected by committee. Our Parents Association, School Leadership Team, and Student Organization are strong bodies and play an essential role our decision making process. The following are some unique features that contribute to make Newcomers High School a school of excellence:

- The Orientation Program provides support to our newly admitted students in getting to know the school while familiarizing them with school routines, instructional requirements and expectations.
- The Seminar Program is a unique part of the students' weekly program of required courses. It provides them with additional instructional support, academic intervention services, and the opportunity to take part in selective mini-courses in academic subjects as well as in the arts.
- Advanced Placement courses are offered in Calculus, Chemistry, United States Government & Politics, Spanish Literature, Spanish Language, and Chinese Language. These are very rigorous courses and we have expanded the number of courses as well as the subjects in the last five years. Student performance in these courses is excellent as noted by US News & World Report.
- Arts instruction at Newcomers High School is of high quality. Our music programs include an orchestra class, chorus class, and required courses. We also offer studio art classes. A unique feature of our school is the media center, and media team, which provides students with instruction and support to prepare audiovisual projects such as short documentaries, and public service announcements.
- We have partnerships with theater and drama organizations such as Manhattan Theater Club, Lincoln Center Theater (Learning English and Drama), and Repertorio Español. The purpose of these partnerships is to have resident artists work with teachers and students to infuse theater and drama as tool for English language acquisition.
- The partnership with Junior Achievement and MetLife offers students the opportunity to develop skills in business organization, computer applications, and applied economics. This year, our students made it to the finals of the JA Business Plan Competition in New York City.
- The New Teacher Induction program includes a series of seminars, a buddy system, mentoring with Ms. Diane Giorgi, who trained with the Lehman College New York City Writing Program.

- For the last few years we have provided teachers with professional development on the use of technology in the classroom. We continue to offer training on the use of various instructional software programs, as well as on the use of smartboards, graphing calculators, and audiovisual technology.

- In partnership with LaGuardia Community College we offer College Now courses in Astronomy, Global Politics, Literacy and Propaganda, Speech and Communication, Statistics, Reading the Biography, among other courses.

Because of the rich contributions of our various cultures, cultural events are a unique experience in our school. Every year we hold the International Food Festival, a Multicultural Festival, the Lunar New Year Festival, as well as dance, music, and media festivals throughout the school year.

30Q555 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1013	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	77	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	5	# Drama	N/A
# Foreign Language	28	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.2%	% Attendance Rate			88.2%
% Free Lunch	83.6%	% Reduced Lunch			8.0%
% Limited English Proficient	86.9%	% Students with Disabilities			1.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			3.3%
% Hispanic or Latino	50.9%	% Asian or Native Hawaiian/Pacific Islander			40.3%
% White	5.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)			5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.56
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	51.8%	Mathematics Performance at levels 3 & 4			84.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.9%	% of 2nd year students who earned 10+ credits			76.3%
% of 3rd year students who earned 10+ credits	74.3%	4 Year Graduation Rate			62.4%
6 Year Graduation Rate	74.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

A comprehensive assessment of our academic program was completed using the information from the School Quality Report Data, school-based assessment data, High School Quality Snapshot and MOTP data. As a school, according to the student progress and student achievement in the High School Quality Snapshot 71% of 9th graders are earning credits to put them on track to graduation while 76% of 10th graders are accomplishing the same. Our four year graduation rate is 62% and 74% for the six year graduation rate. Our students are reaching proficiency levels in the Regents Exams as follows: Excellent in Math and Science and Good in the areas of English, Global History and U.S. History. When the MOTP was analyzed, it was found that for 2014-2015 all 61 teachers on Staff were rated as follows in Domain 3B (Using Questioning and Discussion Techniques): 1% Ineffective, 12% Developing, 78% Effective and 9% Highly Effective according to the Advanced Observation Dashboard. With the goal of providing rigorous instruction that challenges students with curricula that meet students where they are and aligns practice and content to Common Core strategies, Newcomers will continue to strengthen teacher collaboration and Teacher teams in order to increase the four year graduation rate.

Additionally, based on the 2015 Quality Review feedback, the reviewer highlighted the need to “provide more student led discussions, student initiated questions, and student sharing of feedback and viewpoints”. By focusing on supporting teacher development in the Danielson Framework to enhance the questioning and discussion techniques of teachers and refine the use of teaching strategies that allows for students to explain their thinking and produce work products that reflect student ownership and enhance group discussions. This will result in a more dynamic student centered classroom with more students leading instruction/presenting information and teachers being facilitators.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 3% increase in highly effective rating in Domain 3B: Using Questioning and Discussion Techniques which will show an increase from 9% in 2015 to 12% in 2016 as measured in the Advanced Observation Dashboard and observed during the observation process.

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) 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?</p>
<p>The Danielson Framework will be used to observe teacher’s pedagogy with a strong emphasis on engaging students in learning.</p> <ul style="list-style-type: none"> • Each observation will include actionable and meaningful feedback for the teachers to make improvements in their teaching. • In September and beginning of October, the walkthroughs will focus on Domain 3B: Using questioning and Discussion Techniques. 	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Content Area Supervisors and Principal</p>
<ul style="list-style-type: none"> • Teachers will attend PD on Danielson and some key teachers will be part of the after school writing project led by Diane Giorgi. • Teachers will receive ongoing verbal and written actionable feedback. • Administrators will follow-up on the progress of the feedback with staff. • Teachers will receive support from their colleagues-inter-visitiation to view best practices and embedding multiple entry points into a lesson. 	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration</p>
<ul style="list-style-type: none"> • Workshops will be provided to inform families how to engage student learning at home using Newcomers school- wires website with uploaded lessons and materials and K-12 Plaza platform. • During the Saturday Program for parents different workshops will be provided for parents to become familiarized with the common core expectations in ELA and Math. 	<p>Parents</p>	<p>October 2015- June 2016</p>	<p>Teachers, Parent Coordinator, Administrators, Lead Teacher</p>
<ul style="list-style-type: none"> • Two SLT walkthroughs per year: one in the Fall and one in the Spring to visit classrooms, hallways and offices to do a needs assessment, highlight points the school is doing well and identify recommendations to improve services and instruction. 	<p>Teachers</p>	<p>October 2015- June 2016</p>	<p>Teachers, Parent Coordinator, Administrators, Lead Teacher</p>

<ul style="list-style-type: none"> • Monthly family celebrations will be held for families to see what students are learning and how they are engaged in the curriculum. • ESL Program for our Parents during the Title III Saturday Program: The Program will provide support and instruction in English Language, American culture, and academic and cognitive areas. This will enable the Parents to become successful partners in our school, the community, and most important in their children’s education. 			
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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.											
Teachers, Parent Coordinator, Administrators, Lead Teacher											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
Review of goal in February of 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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Newcomers High School students are all recently arrived immigrants with less than 4 years in the United States, and are all English Language Learners or former English Language Learners. The mission of our school has two main goals for our students: 1- to provide our students with rigorous instruction that prepares students to meet NY State high school graduation requirements while developing proficiency in English, and 2- To support our students with their adjustment as immigrants to a new country, culture, language, and school setting. Given that our students come from all over the world and speak a multitude of native languages, we provide a nurturing environment for students to acculturate. We also need to strengthen multicultural understanding and foster respect for all. The following is important data to consider:

- There are currently 1026 students enrolled at Newcomers High School
- Our students come from 60 countries and speak 35 native languages
- Our overall attendance rate for 2013-2014 was 90%
- 83% of students are ELL, while 17% of students have achieved proficiency level.
- ELL students: 58% are at beginning level, 26% are intermediate, and 16% are advance.
- 30% of our students were admitted in 2014-2015 and are newly arrived ELLs.
- 34% of our students are older than 18 years old.
- 77% of Chinese as well as Latino students are in the TBE program while 23% of them are in the FS-ESL Program.
- Overall, 55% of students are in the TBE Program while 45% of students are in the FS-ESL Program.
- Ethnic breakdown is 37% Asian, 2% Black, 54% Latino, and 7% White.
- Gender breakdown is 46% girls and 54% boys.
- 89% of students are Title I and qualify for free or reduced meals
- 20% of students are in temporary housing

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 1, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

In the School Survey of 2015-2015 over 80% of students will agree with the statement from the School Survey statement “Most students in my school treat each other with respect”. In the 2013-2014 School Survey 76% of students agreed with this statement. Our goal will increase the number of students who agree with the statement by 4%. In 2015-2016 it is our intention to promote a culture of respect for all through instructional programs to prevent “bullying”, and the use of discriminatory/bias language.

Part 3 – Action Plan

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: <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 in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The school will develop a Respect for All curriculum for the seminar program. Teachers will receive professional development on teaching the “Respect for All” curriculum. We will offer students with 6 lessons throughout the 2015-2016 school year on Respect for All, which will be offered to students during the seminar program	Teachers and Students	Fall 2015 and Spring 2016 semesters	AP Guidance, APs of Supervision
Student Organization will develop an Anti-Bullying and Respect for All campaign. Student leaders will assist teachers with Respect for All lessons. Students identified as bullies are well known by at least one member of the faculty and attend regular sessions with the counselor.	Students, teachers, counselors	Fall 2015 and Spring 2016 semesters	AP Guidance, Counselors, Student Advisor
The parent coordinator will schedule a workshop during which time parents will become familiar with Anti-Bullying initiative. Respect for All information and resources will be presented in Parents Association meetings.	Parent Coordinator, AP Guidance, Counselors	Fall 2015 and Spring 2016 semesters	AP Guidance
School counselors will provide professional development to teachers regarding effective strategies for dealing with school bullies. School leaders and teachers emphasize and reinforce relevant rules and procedures and consequences regarding bullying and harassment.	Teachers, Counselors, Assistant Principals	Fall 2015 and Spring 2016 semesters	AP Guidance

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.

Teachers, Counselors, Assistant Principals, Parent Coordinator

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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Review o the goal during the February 2016 semester

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Teachers are continuously involved in professional learning opportunities on weekly basis during the Math Teacher Team Meetings and Inquiry Teams in using instructional practices and strategies aligned to school-wide goals, common core alignment and implementation with a focus on language acquisition for our ELLs and SWDs. All staff members are engaged in the continuous cycle of inquiry and common planning to develop common assessments and lesson plans. An area of need is to plan formative assessment activities that provide greater opportunities for peer and self-assessment in the classroom where students take a more active role in sharing feedback and assessing each other. Additionally, the common planning time will result in teacher collaboration to produce high quality lessons and unit plans aligned to the common core ELA and Math instructional shifts.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the quality of Professional Development will improve by allowing teachers to work in collaborative teams during common planning time to develop a library of assessment tools, lessons, unit plans and specific strategies for student peer-assessment and self-assessment which will show a 3% increase in the Common Core ELA and Algebra Regents.

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) 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?</p>
<p>Teachers in Common planning Time and Level Committees:</p> <ul style="list-style-type: none"> • will implement skill-based curricula • will design formative assessment activities that result in adequate matching of activities with the individual needs of the learner. • will plan and scaffold lessons and unit plans with formative assessment focusing on student self and peer-assessment strategies. Teachers in the Inquiry Teams and Math Teacher Teams: • will analyze data to address student needs and gaps in current practice. <p>Teachers in Curriculum Writing Committees:</p> <ul style="list-style-type: none"> • will analyze data to address student needs and gaps in current practice • will revise curricula. 	<p>All Teachers</p>	<p>Weekly ongoing</p>	<p>Lead Teachers, Inquiry facilitators, Principal and Assistant Principals</p>
<p>Teachers will engage in doing Inter-visitations:</p> <ul style="list-style-type: none"> • to model/share effective assessment practices • to gauge effectiveness of practices to improve student achievement. <p>Professional Development Committee will:</p> <ul style="list-style-type: none"> • survey the teachers to develop a plan based on needs and areas for improvement. • set PD goals and action plans. 	<p>All teachers</p>	<p>Weekly Ongoing</p>	<p>Inquiry Team Facilitators, Principal and Assistant Principals</p>

<ul style="list-style-type: none"> • set up residencies from outside organizations to support teachers with technology, language development through theater, and writing activities with ideas/strategies from the NYC Writing Project. • focus on instructional strategies that provide opportunities for students to peer-assess each other and also provide multiple entry points for all learners, align with a rigorous CCLS curriculum, address needs and gaps identified, and incorporate the school-wide writing focus aligned to the common core standards. 			
<p>PD and workshop for Parents will:</p> <ul style="list-style-type: none"> • provide access to Skedula platform which allows them to monitor their child's progress and communicate with teachers • inform parents about CCLS, College and Career Readiness and Departmental Grading policies. 	Teachers, Students and Family members.	Ongoing	Lead Teachers and Assistant Principals
Student Government will serve as an informative source to communicate the student body of opportunities for student celebrations, events and parent workshops.	Students and parents	Ongoing	SLT Parents, PA Parents and COSA students

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.											
Inquiry Team Facilitators, Principal and Assistant Principals											
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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
<u>Review of the goal in February, 2016</u>
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Our school’s instructional focus is English language development across the curriculum. Teachers in all subjects integrate pedagogical practices such as scaffolding activities for skills development and comprehension, framing English language objectives, differentiated instruction, academic vocabulary development, critical thinking skills objectives, and student engagement. Teachers tap into students’ prior knowledge, and cultural backgrounds in order for them to adapt to their new learning environment. Our students are English language learners, and therefore we use ESL methodologies so that our students construct knowledge and understanding while acquiring English. In the content areas, teachers integrate Sheltered Instruction Observation Protocol techniques to combine language and content objectives in the lessons.

Our Professional Development Plan for the past years has responded to our needs to integrate CCLS, training in Danielson Te Framework, and English language acquisition pedagogy. In 2015-2015 we would like to expand teacher influence in the framing of the Professional Development Plan to better respond to teachers’ needs and instructional input.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 most Professional Development activities and programs will be planned and facilitated by the Professional Development Committee integrated a majority of teachers and selected equally by the principal and the UFT Chapter Leader

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) 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?</p>
<p>The Professional Development Committee will be selected by the principal and UFT Chapter Leader in June of 2015. The PDC will hold frequent meetings to review needs assessments for PD, to plan the calendar for the 2015-2016 school year and discuss how to evaluate the effectiveness of PD activities</p>	<p>Teachers, Administrators</p>	<p>2015-2016 school year</p>	<p>Teachers, Assistant Principals, Principal, PD facilitators/coaches</p>
<p>Provide teachers with professional development sessions on various areas of interest for teachers in alignment with the school instructional focus and goals. Some areas of interest include using instructional hardware such as ipads, mini-ipads, and smartboards to enhance learning in the classroom; Item Analysis of Regents Examinations and Inquiry Assessment</p>	<p>Teachers, administrators</p>	<p>2015-2016 school year</p>	<p>Professional Development Committee</p>
<p>Provide teachers with access to theater residencies from Lincoln Center Institute "Learning English and Drama Program" for beginning ELLs; also to residencies from Repertorio Espanol. Provide teachers with residencies in instructional technology offered by Custom Computers</p>	<p>Teachers, administrators</p>	<p>2015-2016 school year</p>	<p>Professional Development Committee</p>
<p>Provide teachers with after school Critical Friends PD series facilitated by a professional developer from the New York City Writing Project</p>	<p>Teachers, administrators</p>	<p>2015-2016 school year</p>	<p>Professional Development Committee</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>Teachers, Assistant Principals, Principal, Coaches, Residencies from Lincoln Center, Repertorio Espanol, Custom Computer and New York City Writing Project</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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Monthly Meetings by the Professional Development Committee; Review of the Goal in February of 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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

The school atmosphere is welcoming and the feeling of belonging is observed during PA Meetings, SLT Meetings, SLT Walkthroughs and Parent-Teacher Conferences. This is reflected in the high attendance that we experience during the PA Meetings where we average 100 parents per Meeting. According to the Framework for Great Schools Report 2015, the school atmosphere also fosters a feeling of trust since it shows a 93% of Parent-staff trust as revealed from the surveys.

More teachers are beginning to use Skedula to log in grades and attendance and the school will continue to train more teachers to become efficient in this area. However, the school needs to increase the number of parents accessing pupil path so that parents can be informed of grades, attendance and track the progress of their child. Providing training opportunities in the use of pupil path will also increase the communication digitally between parents and teachers when using the e-mail capability found in the pupil-path APP.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Newcomers HS will expand the access that teachers and parents have to pupil path to strengthen communication between staff and parents as indicated by an increase of parents registering into Skedula/Pupil Path from 11.2 % in 2015 to 50% in 2016.

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?</p>
<p>Engage parents in workshops centered on CCLS, Pupil Path, College and Career Readiness and strategies to help their child at home.</p> <p>Parents will be provided with an opportunity to use computers while in the school during the Parent Saturday Program, the PA Meetings and be supported by the Parent Coordinator when registering into Pupil Path.</p>	<p>Entire Parent Population</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, APs, Teachers and Principal</p>
<p>Provide Professional Development to Parents and Teachers on:</p> <ul style="list-style-type: none"> • Pupil Path/Skedula • K-12 Plaza Platform 	<p>Teachers and Parents</p>	<p>September 2015- June 2016</p>	<p>Skedula/Casenex, preK-12 Plaza PD trainers, APs, and Lead Teachers</p>
<p>During one PA Meeting in the Fall and one in the Spring semester there will be a “Meet your Counselor” session where all parents will have opportunities to meet their child’s counselor and discuss graduation requirements.</p>	<p>Parents</p>	<p>One session in the Fall and one in the Spring semester</p>	<p>Guidance Counselors</p>
<p>Guidance Counselors will meet on a weekly basis to discuss student progress, attendance and socio-emotional factors affecting student achievement. Teachers will receive student updates, progress and information related to socio-emotional issues to better understand their students in a tri-dimensional way.</p>	<p>Teacher Teams and Guidance Counselor Teams</p>	<p>Weekly Teacher Teams</p>	<p>AP Guidance, Lead Teachers and Principal</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>School Counselors, Parent Coordinator, Assistant Principals, Lead Teachers</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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Review of the goal in February of 2016

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 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)	We provide Academic Intervention Services to struggling students who are failing courses in the current semester in ESL	Academic Intervention Service is aligned with instructional shifts of CCLS, including: Building of academic & content specific vocabulary. Reading of informational text strategies, Writing with an emphasis on citing evidence from text.	Tutoring for small groups of students, ratio is 1 teacher to 20 students or less	After School, Saturday, and Seminars & Lunch Periods
Mathematics	We provide Academic Intervention Services to struggling students who are failing courses in the current semester in mathematics courses	Academic Intervention Service is aligned with instructional shifts of CCLS, including: reasoning with equations, inequalities and congruence	Tutoring for small groups of students, ratio is 1 teacher to 20 students or less	After School, Saturday, and Seminars & Lunch Periods
Science	We provide Academic Intervention Services to struggling students who are failing courses in the current semester in science courses	Academic Intervention Service is aligned with CCLS, including: Building of academic & content specific vocabulary. Reading of informational text strategies, Writing with an emphasis on citing evidence from text.	Tutoring for small groups of students, ratio is 1 teacher to 20 students or less	After School, Saturday, and Seminars & Lunch Periods
Social Studies	We provide Academic Intervention Services to struggling students who are failing courses in the	Academic Intervention Service is aligned with CCSS, including: Building of academic & content specific vocabulary.	Tutoring for small groups of students, ratio is 1 teacher to 20 students or less	After School, Saturday, and Seminars & Lunch Periods

	current semester in social studies courses	Reading of informational text strategies, Writing with an emphasis on citing evidence from text, class discussions and argumentative writing (claims and counter-claims)		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers' referrals of students; counselors meetings with students during review conferences; parental requests; referrals from administrators	Students in this year's cohort at risk of not graduating on time were scheduled for conferences with the Guidance Counselors. The school provides students with health services from the Department of Health, including support by the school nurse and by visiting doctor.	Conferences are conducted individually with school counselors The school's nurse services students full-time. The doctor from the Department of Health comes to the school twice a month for consultations with students.	Conferences are held during lunch periods and after-school. The school nurse provides services to students during regular school hours. The DOH doctor visits the school twice a month .

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.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified bilingual certified teachers. • The New Teacher Finder website is used to post vacancies and attract highly qualified teachers. • Rigorous interviews, evaluation of teacher portfolios, and demo lessons are used to hire the most qualified teachers. • Mentors are assigned to support new teachers as well as struggling teachers who require additional support. • Tuition and test fees are reimbursed to those teachers who have been identified as not highly qualified by the BEDS survey.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our professional development plan for 2015-2016 will continue to focus on the integration of CCLS instructional shifts with an emphasis on the development of academic and domain specific vocabulary across all disciplines; In reading and analysis of information with the focus is for students provide evidence presented in written texts, visual form, and artifacts. In writing the expectation is that students will write explanation of concepts, ideas and information based on reading informational text. Since the overwhelming majority of our students are ELLs, we expand CCLS reading of informational text to include other forms in which teacher present information to students for analysis. We provide opportunities for staff to engage in professional development as follows: during school time in Inquiry Teams, and common planning teams. We also offer PD in department conferences, faculty conferences, on PD days; We offer after-school PD: Targeted CCLS workshops on Language Development across all the subjects, which is our school's instructional focus; We will also offer the New York City Writing Project to teachers in the Spring semester, and with the support of the Queens North Borough Field Support Center we will offer PD in alignment with the Citywide Instructional Expectations, CCLS and the Capacity Framework</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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	524,120.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	91,240.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,681,865.00		

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 Priority and Focus School Improvement Funding:** 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 CEP 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) Template

Title I School Parental Involvement Policy

and School-Parent Compact NEWCOMERS HIGH SCHOOL

2015-2016

Newcomers High School Title I Parent Involvement Policy

Newcomers High School is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Newcomers High School staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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;
- maintain a school environment of respect for all regardless of cultural, racial, national origin, gender, sexual orientation, and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *provides information to parents in the home language*

Support home-school relationships and improve communication by:

- fostering a nurturing and effective partnership between our school and the parents to provide our immigrant students with support and high expectations for achievement in their new country;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Providing materials and training to help parents work with their children to make academic progress. This year we distributed the DOE's Guide to NYC Public Schools ;
- convening a Title I Parent Annual Meeting early in the fall semester 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, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

- *foster use of school's website to access extensive information about meetings, academics, and support services.*

Provide parents reasonable access to staff by:

- maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide training to all parents on accessing ARIS link to monitor student academic performance;
- planning activities for parents during the school year to maximize engagement and participation in school life (e.g., Open School Conferences, Multicultural Festival, International Food Festival);
- Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- *Providing parents with a list of faculty emails and phone extensions to promote direct communication between parents and teachers.*

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;
- using the School Messenger system to call and send emails to all parents informing them of school events and relevant information about their children, including opportunities for AIS for students with low academic performance;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- issuing and mailing "Progress Report" letters every marking period to inform parents of their children's areas of academic improvement;
- 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;
- *providing them with workshops and trainings on relevant topics for our school community (e.g. immigration, health insurance, orientation to New York City, community resources)*

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. I will also:
 - o 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;
 - o respond to surveys, feedback forms and notices when requested;
 - o become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - o 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;
 - o take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - o share responsibility for the improved academic achievement of my child;
 - o *Volunteer to serve in the boards of the Parents Association and the School Leadership Team.*

Student Responsibilities :

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

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

This Parent Involvement Policy was updated in September of 2013.

The final version of this document will be distributed to the school community in Parents Association meetings, and Student Government meetings throughout the 2014-2015 school year, and will be available on file in the Parent Coordinator's office.

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

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

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

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

- The school will provide assistance to parents of children served by the school, as appropriate, by taking action as described in this paragraph "the State's academic content standards; the State's student academic achievement standards; the State's and local academic assessments including alternate assessments; the requirements of Title I, Part A: how to monitor their child's progress and how to work with educators."
- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, providing Parent workshops and courses dealing with computer training
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

o Providing teachers with information regarding the most effective techniques in involving parents through respectful conversations.

o Teachers' DOE email addresses will be provided for parents so to increase communication between parents and teachers.

o Teachers websites will be added to the school website for parents to review instructional support provided to students.

o Parents are given the telephone number of the Parent Coordinator so that parents can make appointments to talk to other school personnel, teachers and Guidance Counselors.

o The structures in place to ensure that parents understand program choices include having a full-time Parent Coordinator (Mr. Eduardo Duarte) who is responsible for running the Parent Orientation Program and parent meetings at the school. In addition to showing informative videos and distributing materials in the various major languages, the Parent Coordinator telephones parents to keep them abreast of important news, the rights, programs, and progress of their children. School aides are also bilingual and assist in helping parents when they come to register/enroll their children. Parent meetings are held regularly and are attended by teachers, aides or others who can translate. Some parents also are part of the School Leadership and other planning groups in order to keep the parent perspective in the planning of school policies and events.

• The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

o School letters are translated and ELL students are provided with native language letters of school events.

o Translation services information is posted in the school lobby in the appropriate native languages

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>Newcomers High School</u>	DBN: <u>30Q555</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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>21</u>
of certified ESL/Bilingual teachers: <u>17</u>
of content area teachers: <u>4</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: _

Title III funding is allocated to provide After School Academic Intervention Service Program and Saturday Academic Intervention Service Program, which offer targeted academic support to students who

1) have not made progress in English as determined by AMAO 1, and

2) are at risk of failing ESL and content area classes in the current semester as per their 1st marking period grades and/or teacher referrals on Daedalus.

These programs offer the participating students more focused and individualized instruction as well as opportunities for activity-based learning.

-
Title III After School AIS Program:

For the Fall Semester, the Title III After School AIS Program is provided from November to January for 8 weeks. For the Spring Semester, the After School Program is provided from March to June for 14 weeks. It is offered to 430 ESL students in grades 9 to 12 who have not made progress in English as per AMAO 1 and are at risk of failing courses in ESL, Mathematics, Science, and Social Studies as per their 1st marking period grades and/or teacher referrals on Daedalus

The program is offered on Tuesdays, Thursdays, and Fridays for one hour each day. There are 18 groups of 20-25 students in the After School AIS Program. Four groups are served on Tuesdays and Wednesdays, and Thursdays. Three groups are served on Fridays.

There are 8 ESL classes (Literacy, ESL 1, ESL 2, Advanced Writing, Media Studies, Literature, and SAT skills), 4 Social Studies classes (H7 in Mandarin-English bilingual, H5 in English, Advanced-level Debate in English, and Advanced-level United Nations in English), 5 Science classes (2 Living Environment classes one in Spanish-English bilingual and one in English, Earth Science in Spanish-English bilingual, and Botany in Spanish-English bilingual), 2 Math classes (Common Core Algebra in Spanish-English bilingual), and 1 Art and Technology in English.

The instruction in the After School AIS Program focuses on development of skills and competencies in which students need to reach proficiency and/or mastery of academic language, content knowledge, and critical thinking skills. The teachers use ESL and bilingual methodologies to scaffold, model, and foster student-centered learning. Students are engaged in hands-on activities using various teaching manipulatives and technology, and other visual aids. Supplies supplementary books including, bilingual dictionaries, will be purchased with Title III funds.

-
The following certified teachers are currently instructors in the After School AIS Program;

ESL: Nina Kramer, Alice Pimentel-Almeida, Diane Kandel, and Michael Fiorillo

Science : Wilmer Gutierrez, Rocio Denier, Fay Zhang, and Karini Saab

Art & Technology: Anne Kornfeld

Social Studies: Chris Gill, Spencer Liu, and Tim Becker

Mathematics: Regina Nevarez and Ana Forero

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

•100% of ESL teachers hold the NYS license in English to Speakers of Other Language

• 100% of content area teachers hold the NYS license in the respective content area

(80 % of subject teachers hold the NYS license in the respective content area and bilingual extension certification.)

Part B: Direct Instruction Supplemental Program Information

The Assistant Principals of Math and Science, John Perlaza, is the supervisor of the Title III After-School AIS Program to ensure quality instruction and safety. The supervisor will be there for 4 hours each week.

Title III Library Support:

As an Academic Enrichment Program, the Library will be open four days a week from November to January for the Fall Semester, and from March to June for the Spring Semester for additional 90 minutes after school for 10 weeks in the Fall and 14 weeks in the Spring.

Title III Saturday AIS Program:

For the Fall, the Title III Saturday AIS Program is provided from November to January for 7 weeks. For the Spring, the Title III Saturday AIS Program is provided from March to June for 13 weeks. It is offered to 300 ESL students in grades 9 to 12 who have not made progress in English as determined by AMAO 1 and are at risk of failing ESL, Mathematics, Science and Social Studies as per their 1st marking period grades and/or teacher referrals on Daedalus. Two sessions of 90-minute classes are offered in each semester. Session I is from 8:30 am to 10:00 am, and Session II is from 10:00 am to 11:30 am. We offer 8 ESL classes, 6 Mathematics (2 English and 4 Spanish-English bilingual) classes, 2 Science (English) classes, and 4 Social Studies (2 Spanish-English bilingual, and 2 Mandarin-English bilingual) classes. There are 20 groups of 15-20 students.

The instruction in the Saturday Supplemental small group Instructional Program focuses on development of skills and competencies in which students need to reach proficiency and/or mastery of academic language, content knowledge, and critical thinking skills. The teachers use ESL and bilingual methodologies to scaffold, model, and foster student-centered learning. Students are engaged in hands-on activities using various teaching manipulatives and technology, and other visual aids. Supplies and supplementary books including, bilingual dictionaries, will be purchased for this program with Title III funds.

The following certified teachers are currently instructors in the program;

ESL: Steven Scheno, Imran Rafique, Seydina Sambe, and Shin Yi Wong

Mathematics: Regina Nevarez, Ana Forrero, and Eduardo Alarcon

Social Studies: Tim Becker, Spencer Liu

Science: Lina Arboleda

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

- 100% of ESL teachers hold the NYS license in English to Speakers of Other Language
- 100% of content area teachers hold the NYS license in respective content area (67 % of subject teachers hold the NYS license in the respective content area.)

Mr. Patrick Browne Assistant Principal Social Studies will supervise the Title III Saturday AIS Program. He will support teachers to implement effective instruction in both subject and language content, as well as to oversee safety of students, staff, and parents. The supervisors will be there for 5 hours each session.

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

Part C: Professional Development

Begin description here: _

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

Teachers conduct workshops to share effective learning strategies and to examine student work to improve teacher practices. They also engage in "turn-key" training, sharing best practices and techniques they have developed competency through attending off-site conferences and workshops. The Professional Development Plan for the 2014-2015 school year includes developing curriculum units integrating the Common Core State Standards. We will also continue to incorporate use of technology as a tool for instruction to enhance teaching and learning. Other workshops we plan to offer this year include the following topics: Developing and Implementing Effective Assessment Tools, Literacy across Content Areas, Interdisciplinary Connections to Develop Instructional Objectives, Language Development in the Bilingual Classroom, Reviewing Student Work in Critical Friend Groups.

Teachers in the After School Academic Intervention program are invited to participate in 6 additional Professional Development workshops on Wednesdays during the duration of the AIS program. Teachers in the Saturday Academic Intervention Program are invited to participate in 6 additional Professional Development workshops on Saturdays during the duration of the AIS program. Each workshop is one hour long. Facilitators include teaching artists from the Literature to Life and Ms. Diane Giorgi from the NYC Writing Project.

Part D: Parental Engagement Activities

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

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

Begin description here: _

There are 20 workshops scheduled for parents on Saturdays in the library from 8:00 am to 12:00 pm. For the Fall Semesters, the workshops are provided from November to January. For the Spring Semester, the workshops are provided from March to June. The Parent Coordinator, Eduardo Duarte, notifies parents in the language of their preference of the workshops using the school phone messenger on weekly basis. Informational packets are distributed to parents during the parent-teacher conferences, SLT meetings, parent association meetings, and parent orientations.

To support parents' continued engagement in children's learning, bilingual librarian and an ESL teacher will give informational sessions on Newcomers High School's instructional programs, academic expectations, graduation requirements, and accessing ARIS Parents. The bilingual librarian will provide supports to parents in using technology and accessing students and school information. In addition, the school will continue to work with Community-Based Organisations to support parents with immigrant-specific issues. The workshops are offered through partnerships between our school and Community-Based- Organizations at no cost to the school. The educational counselor, Kazuko L. Sakamoto, from Queens Community House Organization will facilitate workshops on topics that include resume writing, job searching, interview preparation, and computer literacy. Mayor's Office of Immigrant Affairs will facilitate a series of workshops on immigrant-specific issues. Workshops will be led by Alejandro Alvarez, and Sarah Flatto.

Part E: Budget

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

Allocation Amount: \$ _____

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

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 30	Borough Queens	School Number 555
School Name Newcomers High School		

B. Language Allocation Policy Team Composition

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

Principal Orlando Sarmiento	Assistant Principal Meesun John
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Oscar Alfonso
Teacher/Subject Area Alexandra Tselepi/ENL	Parent Shally Perez
Teacher/Subject Area Lisa Schwartz/ENL	Parent Coordinator Eduardo Duarte
Related-Service Provider N/A	Borough Field Support Center Staff Member type here
Superintendent Karen Watts	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	23	Number of certified bilingual teachers not currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	16	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	5	Number of teachers who hold both a bilingual extension and TESOL certification	19
Number of certified ENL teachers not 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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	904	Total number of ELLs	666	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 type="checkbox"/> No <input checked="" 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										6	6	6	6	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	666	Newcomers (ELLs receiving service 0-3 years)	655	ELL Students with Disabilities	8
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	0

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	374		1	4	1	4				0
DL										0
ENL	281	1	1	7		2				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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
Chinese										14	33	22	7	0
SELECT ONE										86	143	42	25	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
SELECT ONE									0	0
SELECT ONE									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										99	187	77	59	0
Chinese										16	40	27	11	0
Russian										0	0	2	0	0
Bengali										10	23	20	10	0
Urdu										1	2	0	0	0
Arabic										5	15	6	0	0
Haitian										3	2	2	1	0
French										0	0	1	0	0
Korean										0	0	1	0	0
Punjabi										0	2	0	0	0
Polish										1	1	2	1	0
Albanian										0	0	0	0	0
Other										11	13	6	3	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)										53	57	14	5	0
Emerging (Low Intermediate)										12	62	35	31	0
Transitioning (High Intermediate)										7	36	29	20	0
Expanding (Advanced)										7	26	64	66	0
Commanding (Proficient)										3	15	63	134	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											6	40	23	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											0	17	26	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	0	0	0	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	3	4		1				1	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	0	0	0	0	0	0	0	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	28			
Integrated Algebra/CC Algebra	37	128	33	86
Geometry/CC Algebra	90	0	73	0
Algebra 2/Trigonometry	59	0	31	0
Math <u>CC Algebra</u>	49	33	46	26
Chemistry				
Earth Science		55		
Living Environment	35	88	30	78
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	90	245	60	109
Geography				
US History and Government	77	203		
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)	31	31	58	134				
Chinese Reading Test	2	11	23	61				

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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
A comparison of the scores for 327 students who took the NYSESLAT in 2014 and 2015 shows an increased numbers of students in their level of performance. The data shows that 75% of students moved up in their proficiency level. In 2014, 38% of the 327 students were in Beginning level, 42% in Intermediate and 20% in Advance level. In 2015, 8% of the students were in Entering level, 20% in Emerging and Transitioning combined, 32% in Expanding and 15% in Commanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
(AMAO 1 data not available) The target for AMAO 2 in the 2014-2015 school year was 15%. Newcomers High School has exceeded the AMAO 2 by 11.65%. Out of 623 students who have participated in the 2015 NYSESLAT, 166 students (26.65%) achieved Commanding status. Newcomers High School uses AMAO 1 data to create Title III After-school and Saturday Academic Support programs. In addition, AMAO 2 data is used to create After-school and Saturday Enrichment programs to continue to support academic and language development of former ELLs.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Exam results show that passing rates were higher in Integrated Algebra, Earth Science, Living Environment, and Global History and Geography when exams were offered in both English and students' native language. It should be noted that these exams are administered to students in 9th and 10th grades and are the first exams that our new admits take. The passing rate for US History (for 11th grade) was higher by 12.03% for students who took the exam in English. The exams that are only offered in English including Chemistry, Algebra2/Trigonometry, and Comprehensive English had passing rates of 65, 100%, and 49% respectively.

- 4b. In our interdisciplinary Inquiry Teams, we have examined the scores of the Periodic Assessments (Acuity Predictive for ELA) to identify achievement gaps in reading skills. Inquiry Teams developed diagnostics test in areas such as drawing conclusions, distinguishing relevant and irrelevant information, identifying key concepts. Teachers then developed teaching strategies and tasks to teach these skills. Through the inquiry cycle, teachers administered baseline, interim, and final assessment to assess student progress in these skills.
- 4c. All teachers in our school participate in interdisciplinary Inquiry Teams. Strategies and tasks developed in the inquiry meetings to reinforce the identified reading skills are implemented in all classes--ESL, TBE, and NLA.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Support services are provided to students based on the data yielded by the NYSELSAT results and 1st marking period grade. The recommendations from bilingual, content, and/or ENL teachers as well as parent requests also help determine AIS curricular.
6. How do you make sure that a student's new language development is considered in instructional decisions? Language development across content area is one of the instructional goals of our school. The school uses the data yielded by the NYSITELL and Spanish LAB-R to create ENL and HLA classes appropriate for students. Newcomers High School has in place Achieve ENL classes to provide targeted support for students who are at below the grade level proficiency in their home language and would require development in home language as well as English. In bilingual classes, language objectives and content objectives are included in daily lessons of all classes. In bilingual classes, teachers scaffold using ENL strategies put together by the school's Interdisciplinary Curriculum Committee. Each school year, the interdisciplinary inquiry team selects specific language/academic skill from CCLS as instructional focus for the whole school. The language and academic skills that have been emphasized are vocabulary building, citing evidence, summarizing, and making inferences. Home language use in bilingual classes decrease as students progress in their English proficiency level. CUNY Queens College provided professional development on Translanguaging to support teachers in fostering second language development for our ELLs.
7. For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Newcomers High School does not offer dual language programs at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The success of our ELL program is evident in gains in NYSESLAT levels of performance from 2013-2014 to 2014-2015. The school has been consistently exceeding AMAO 2. There is steady increase in graduation rates as well as number of students graduating with advance diploma. The 2014 English Regents data shows that 66% of students passed the English Regents and of the students who passed the exam 59% achieved College and Career Readiness defined by CUNY.

Part IV: ELL Identification Process

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

- 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.

Day 1) Licensed and trained bilingual pedagogues administer the HLIS and conduct the student and parent interviews in English and/or the parent's preferred language of communication. Parent Coordinator/ Language Access Coordinator arranges over-the-phone interpretation services through the DOE's Translation and Interpretation Unit when necessary. Students eligible for the NYSITELL and their parents are invited for the orientation the following day.

Day 2) Eligible students get tested for the NYITELL and also for Spanish Lab if their home language is Sphainsh. The Lab coordinator scans the NYSITELL and Spanish Lab answer documents, and generates Entitlement or Non-Entitlement Letters. A Parent Coordinator/ Language Access Coordintor and bilingual ENL pedagoue facilitate Parent Orientation in the afternoon using the preferred language of parents. We use the translated materials including the Orientation video and forms such as Non-/Entitlement letter, Placement letter and Program Selection forms. Chinese, Spanish, French, Greek, Haitian Creole, Polish, and Korean bilingual staff memebbers are available to provide translation services to parents. Parents, whose children are entitled to receive ELL services, view the Prent Orientation video and complete Parent Survey & Program Selection Form. If the preferred program choice of parents are available, parents received Placement Letter. Otherwise, parents are offered options of placing their children in an available program or transferring to a diferent school.

Day 3) Students receive a full program and attend classes.

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).
Within 30 days of enrollment, licensed and trained bilingual pedagogues administer the oral interview questionnaire to determine SIFE status. Students are invited the following day to take the LENS. A team of educators including ENL teacher, HLA or bilingual teachers, and a guidance counselor collect and examine student work and running record periodically to determine SIFE status of students.
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 comprised of a Principal, an Assistant Principal of ENL, an Assistant Principal of Guidance and Special Ed, a certified bilingual ENL/Special Ed teacher, and the student's parent or guardian determined the student eligibility for the NYSITELL. Language Access Coordinator arranges necessary translation services for parents. Parents are informed of their option to accept or reject LPT recommendation in 20 days. If deemed eligible, the student takes the NYSITELL, parents make program selection and school places student in appropriate program within 10 days of his/her enrollment. Otherwise, the LPT gives the recommendation to the principal for review and for the superintendent's decision.
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.
Upon completion of registration, students and parents receive an invitation to the orientation for the following day. Students take the NYSITELL in the morning. The Lab coordinator scans answer documents and generates Entitlement or Non-Entitlement letter. Parent Orientations are held in the afternoon where parents receive their children's Entitlement or Non-Entitlement letter. Parents who receive Entitlement Letters proceed with viewing the Parent Orientation video and completing the Parent Survey & Program Selection Form in their preferred language. Parents who receive Non-Entitlement Letters are informed of the school programs and curricular.
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).
During Parent Orientation, parents receive Non-/Entitlement letters which inform them of their right to appeal ELL status. The facilitators also inform parents regarding their right to appeal ELL status in writing in 45 days of enrollment.
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.
Upon completion of registration, parents receive an invitation to Parent Orientation the following day. Parent orientation is facilitated by the Parent Coordinator/Language Access Coordinator and a bilingual ENL pedagogue daily. They have opportunities to view the Parent Orientation video in their preferred language and have their questions answered by the trained bilingual facilitators. The Parent Orientation facilitators contact parents who do not attend Parent Orientation and inform them about the three different program choices and their default option, which is TBE program for Spanish and Chinese speaking students, over the phone. They also send home a Default Placement Letter.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
The Parent Orientation is held daily. The Parent Coordinator contacts parents and invite them to Parent Orientation. If parents do not attend and/or return Parent Survey & Program Selection form after the 18th school calendar after initial enrollment, the facilitators contact parents and inform them about the three different program choices and their default option (TBE) over the phone. They also send home a Default Placement Letter. The school monitor parent program choice by keeping a recording of parent orientation attendance with parent program selection. The LAB BESIS coordinator enters parent program choice in STAR on weekly basis.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parent Orientation facilitators are trained ENL and Bilingual pedagogues. They keep a record of parent orientation attendance sign-in sheet and undistributed entitlement letters. The facilitators coordinate with the Language Access Coordinator in contacting parents using their preferred language to invite them to attend Parent Orientation and to complete the Parent Survey & Program

Selection form daily until the 18th school calendar day after initial enrollment.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement Letters are distributed to parents at Parent Orientation upon completion of the Parent Survey & Program Selection form. The HLIS, Parent Survey & Program Selection form and placement letter are placed in student's cumulative folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A copy of all ELL documentation (HLIS, Entitlement or Non-Entitlement Letter, and Placement Letter) are placed in individual students' cumulative folder.
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.
The Assistant Principal of ENL identifies the NYSESLAT-eligible students using RADP, RESI and RLER, notifies the eligible students and parents through the NYSESLAT Information/Invitation letters. LTAs and their parents were notified using School Phone Messenger. Speaking subtest is administered to individual students by disinterested ENL teachers. There are twenty-three ENL teachers that administer Speaking subtest during the test administration window and keep follow up with students who have not taken the NYSESLAT on daily basis. The Reading, Writing, and Listening subtests are administered school-wide by trained pedagogues. There are 2 additional make-up test dates for the Reading, Writing, and Listening subtests.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of each school year when the NYSESLAT reports become available, the Assistant Principal of ENL generates and sends home the individual student's NYSESLAT Report and Continued Entitlement or Transitional Letter in 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).
After a review of the Parent Surveys and Program Selection forms for the past few years, it was observed that demand for ENL program has increased over the years. In 2010-2011, we had 77% in the TBE program and 23% in the Freestanding ESL program. However, in 2014-2015 school year, 46% of students are in ENL program as per their parents' request and 54% are in TBE as per their parents' request.
In addition to following State mandated protocol for identifying and placing students in appropriate programs through the HLIS, administering the Parent Survey and Program Selection form after viewing the video for parents that explains the choices in several native languages, the parent coordinator sends letters and updates to parents. All parents are invited to attend every Parents Association meeting and the principal (Mr. Orlando Sarmiento) updates and gives information in those meetings about the services that Newcomers High School has to offer. The hosted meetings include translations for the parents in order for them to understand better and be able to express their concerns and make informed decisions related to their children's education and academic career.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
ENL and Integrated ENL classes are structured by levels. Given that one of the instructional goal of the school is language development and that all students at Newcomers High School are ELLs and former ELLS, all students receive minimum one unit of ENL class in addition to their integrated ENL classes with ELA content. Students are grouped homogeneously according to their English proficiency level.
 - b. TBE program. *If applicable.*
Students in TBE programs received minimum of 2 bilingual content classes and 1 HLA class in addition to their mandated ENL classes. Currently, Newcomers High School offer Spanish and Chinese bilingual classes in Math, Science, and History. Chinese and Spanish HLA classes are offered to students in TBE program. ENL and ELA classes are by English proficiency level. HLA classes are by home language proficiency level. The bilingual content classes are by grade levels.
 - c. DL program. *If applicable.*
Currently, Newcomers High School do not offer Dual Language programs.
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)?
At Newcomers High School, students in Entering, Emerging, and Transitioning levels receive 3 units (or 594 minutes) of ENL instruction per week. Each unit is 198 minutes long. Emerging, Entering, Emerging and Transitioning level students receive 2 units of Integrated ENL in ELA and 1 unit of stand along ENL. Commanding level students receive minimum 1 unit of ELA and 1 unit of integrated ENL in ELA. Students in TBE program receive 1 unit of HLA and minimum 2 bilingual content classes.
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.
Currently, Newcomers High School offers TBE program in Chinese and Spanish. Students in TBE program receives HLA class and minimum 2 bilingual content classes. Bilingual classes are offered in Math, Science and History. Core content areas are delivered in several ways in both the TBE program and the Free Standing ENL programs. In both programs, teachers use the SIOP model to scaffold not only content objectives but also language objectives. ENL strategies that are used to deliver comprehensible input include sentences starters, sequencing, various vocabulary building strategies, word walls, activating prior knowledge and SQ3R. At the beginning of each term, the school interdisciplinary inquiry teams select Common Core skills (i.e., citing evidence from text) and guide students to apply the target skill across all grades and content. Students in Free Standing ENL classes have access to bilingual resources including bilingual texts and glossaries. In the Chinese and Spanish TBE program, the idea is that students will transfer academic, conceptual, and other skills acquired in their native language to academic and conceptual development in English as their second language. The amount of English used in a classroom depends on students' English proficiency. However, it increases gradually as student's English proficiency increases, following the NYS recommended guidelines of 60% native language to 40% English for Entering and Emerging levels; 50-50% for Transitioning level; and 25-75% native language to English language use for Exlapnding level learners. For example, in a class of all new arrivals, although new concepts may be introduced in English, beginner students are allowed to use their native language as a means of accomplishing a task, English is used 40% of the time as required by NYC Department of Education, and each lesson includes a linguistic summary in English. As the year progresses and student English proficiency increases, the amount of English used in instruction and in class activities increases accordingly. In classes of intermediate and advanced level students who have acquired basic social interactive and academic language, English is the means of instruction for 50-75% or more of the time.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
To evaluate ELLs in their native language the school has several diagnostic exams in place such as the Chinese Writing Test, Spanish Writing Diagnostic Test, and the Lab-R in Spanish. The NLA teachers evaluate students, who are in TBE program, in their native languages throughout the year using assessment tools developed in house. We also facilitate the administration of

LOTE Exam for students who speak languages other than English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The NYSITELL and oral interview are administered to new students during the Orientation Process to diagnose their level of English proficiency. In every content and language class, students are assessed continuously using formal and informal in-house examinations to measure student progress. The in-house exams for ENL and ELA classes are designed following the NYSESLAT and English Regents. They assess the 4 modalities (Speaking, Listening, Reading and Writing) of English. In addition, the NYSESLAT is given every year to all of our ESL students and the English Regents and Acuity are administered to eligible students.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- 6a. For SIFE students Newcomers provides literacy classes which provides additional support in a small class setting. Students are allotted more time (two semesters) to complete the course work. Also, in Math we provide an extra class for beginning algebra students who need the extra skills to complete the Algebra course work. Flexible programming is used to program students with IEP to provide instruction in least restrictive environment.
- 6b. All of our students are newcomers. Therefore, we provide them with a double period of ESL plus an additional period for a total of 9 hours per week. We also provide Orientation classes to help support them in adapting to what is in many cases a new and different educational system. We also thoroughly explain the graduation requirements and high school expectations upon entrance.
- 6c. For ELLs receiving service for four to six years, we offer Credit Recovery classes, SES services, Academic Intervention through tutoring after school, on Saturday, and during the school day. We also program with flexible scheduling in mind. Some classes are offered before the regular school day and after the regular school day. We also program identified students for Regents Preparation classes to help them graduate on time.
- 6d. As only students with less than one year in the U. S. are admitted, Newcomers does not have any long-term ELLs completing 6 years of service.
- 6e. Former ELLs are programmed for minimum one ELA classe. Students have the option of English elective classes including Journalism, Media Studies, and Human Rights. In addition to their ELA classes, students receive 1 unit (198 minutes) of ENL class as well as receiving ELL testing accommodations up to two years after exiting ELL status, as per CR Part 154.2
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.
- Students' progress will be closely monitored by classroom teachers. Running records and samples of student work will be examined periodically by students' ENL, bilingual content and HLA teachers. Guidance counselors and parents will be involved in this process as well. During the re-identification months, students will continue to attend content classes and receive integrated ENL/ELA classes .
- The principal will consult with classroom teachers, guidance counselors, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel (classroom teachers) and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he will do so in consultation with the superintendent or her designee. Final decision notification will be sent home to the parents/guardians and/or students in writing in the parent's preferred language within 10 school calendar days.
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?

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

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

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?

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

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.

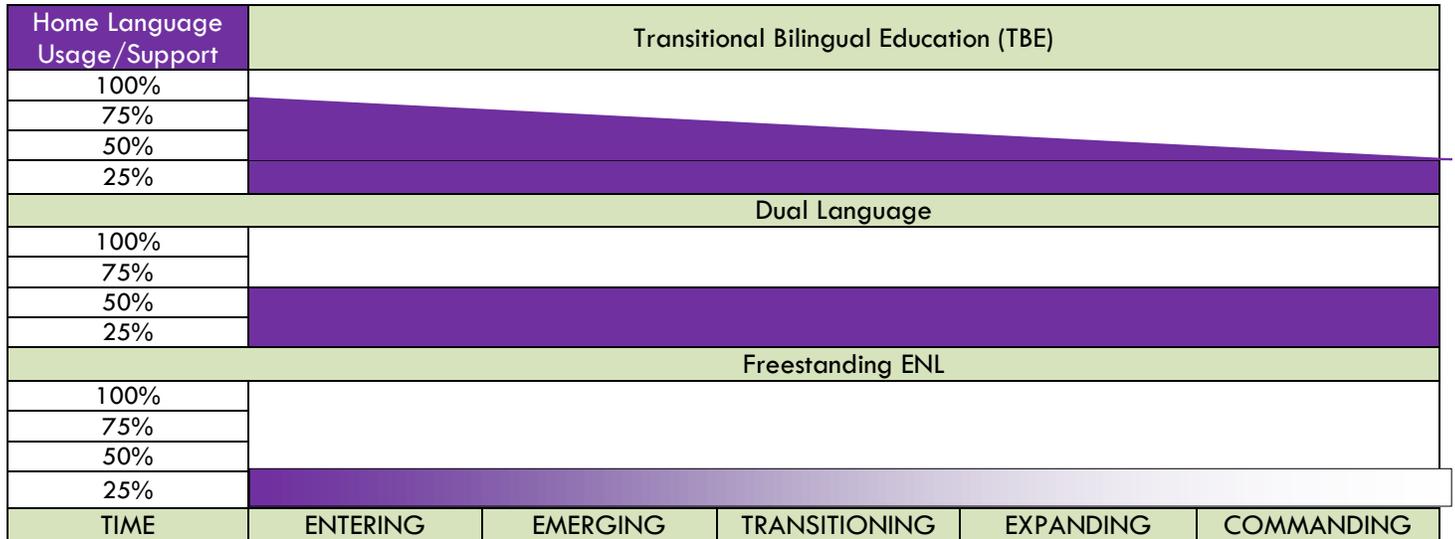


*Note “other approved services” does not apply to New York City at this time.

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. Newcomers identifies students who are at risk throughout the year using data collected from student grade report, in-house assessment tools that are modeled after the NYSESLAT and Regents, and Acuity. Newcomers schedules at-risk students for after-school and Saturday AIS classes. In ESL, we offer Levels 1-6. In Math, we offer Integrated Algebra 1,2,3, and 4. In Science, we have Living Environment and Earth Science. In Social Studies, we have Global History and US History classes. Depending on enrollment and the demographics of the students in need, classes are offered in Spanish and in Chinese Mandarin. In addition, as mentioned earlier, one period a week is dedicated towards aligning the class with specific student's needs. During that period, we offer Integrated Algebra, Global History and US History and Government, and also Science makeup labs. Again, depending on the demographics, these classes are offered in Spanish and Chinese as well as English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. In addition to these intervention programs, Newcomers identifies students who are at risk of not passing the English Regents on time throughout the year using data collected from student grade report, in-house assessment tools that are modeled after the NYSESLAT and Regents, and Acuity. They are scheduled for a self-contained class which focuses on Regents preparation in a small group setting. We have set up the same program for students struggling with Integrated Algebra. These students are programmed for a math class to supplement the regular math class.
12. What new programs or improvements will be considered for the upcoming school year? The school will provide AIS in ELA for students in Cohorts P, Q, and R to further support them in passing the Comprehensive English Regents, which will be phased out at the end of this school year.
13. What programs/services for ELLs will be discontinued and why? There is no program/service for ELLs that has been discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Since 100% of our student population are ELL's or former ELL's, they are afforded access to all school programs. Our Student Government, Athletic teams, and CFO programs are comprised solely of ELLs and some former ELLs.
- There are many supplemental services for our ELL's. Newcomers offers students after school and Saturday classes. In ESL we offer Levels 1-6. In Math, we offer Integrated Algebra 1,2,3, and 4. In Science, we have Living Environment and Earth Science and in Social Studies, we have Global History and US History classes. Depending on enrollment and the demographics of the students in need, classes are offered in Spanish and in Chinese Mandarin. In addition, as mentioned earlier, one period a week is dedicated towards aligning the class with specific student needs. During that period, we offer Integrated Algebra (in English and Spanish), Global History, US History and Govt. and Science makeup labs.
- Again, depending on the demographics, these classes are offered in Spanish and Chinese as well as English. In addition to these intervention programs, Newcomers identifies students who are at risk of not passing the English Regents on time. They are scheduled for a self-contained class which focuses on Regents preparation in a small group setting. We have set up the same program for students struggling with Integrated Algebra. These students are programmed for a math class to supplement the regular math class.
- We also have a partnership with LaGuardia Community College. In the College Now and Bridge Program offers, students take classes in Basic Writing, Communications, Thinking College, Critical Thinking, College Algebra, Statistics and Art. Textbooks, newspapers, internet, Laptops, Smart boards, and Elmo's are all use to support ELL's.
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. In the content area, teachers use textbooks in English and bilingual textbooks and workbooks. They also use bilingual glossaries, word-walls, and visuals to make the content accessible and enhance English language learning. We also have a partnership with LaGuardia Community College. In the College Now and Bridge Program offers, students take classes in Basic Writing, Communications, Thinking College, Critical Thinking, College Algebra, Statistics and Art. Textbooks, newspapers, internet, Laptops, Smart boards, and Elmo's are all use to support ELL's.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? In the TBE program, as the ESL, students are afforded native language support. In the TBE program, depending on the students' English proficiency level and the class, students receive input and give output in their native language. As their English proficiency level increases, the amount of Native language support diminishes, never reaching zero. In the ESL program, students use bilingual dictionaries and are often allowed to express what they know in different way, i.e. visuals, utterances, words. Again, as their

proficiency level increases, so does their use of more sophisticated English.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Besides the required ESL and Native Language Arts services, students receive AIS classes based on their academic needs. Older at-risk students are supported through specific intervention classes designed for them in English, Math, Social Studies, and Science (lab) during and after the school hours.
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).
For the students coming from 8th grade, we provide a Summer School bridge program to help the students prepare for high school. However, the majority of our students are enrolled during the Fall and Spring semesters.
19. What language electives are offered to ELLs?
Newcomers High School offers Spanish as a Foreign Language.
20. For schools with dual language programs:
 - a. 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.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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.)

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

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

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

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

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

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

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

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

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

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

2. 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?

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

On Professional Development days, teachers attended workshops on differentiated instruction across the instructional plan by developing curriculum maps, as well as using data as a tool to differentiate instruction. Teachers participated in workshops to use drama as a tool to stimulate critical thinking and to build language. Teachers also met to plan curriculum for our seminar classes. All subject areas teachers are offered workshops on incorporating technology into instruction to help them increase differentiation of instruction, improve research and writing skills, and to help students to meet CCSS standards. ELA and ESL teachers are offered workshops facilitated by a resident artist from American Place Theater on infusing "Literature to Life" as a practice to foster listening and speaking in ESL classes to reinforce the development of reading and writing skills.

The Title I workshops focus on goals that had been developed and the topics were developed by surveying teachers and administrators. We intent to have series of monthly professional development sessions focusing on needs identified by teachers and

AP through the observation process and instructional walkthroughs. In the current year 2014-2015 our professional development days have a focus on the integration of the Common Core State Standards in our curriculum, using technology in the classroom, and the implementation of teaching effectiveness practices in alignment with the Danielson Framework for Teaching.

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? The support provided to staff of ELL students when transitioning from 8th grade into high school consists of training teachers to look at the NYSESLAT data specifically at the eighth grade ELA and MATH test scores in order to address academic needs of ELL students when developing curriculum and differentiated instruction lessons. Newcomers High School, for the last two years, is taking part in the high school application process. Therefore, we now accept a number of students from middle schools and junior high schools who meet our admission criteria. School administrators and counselors provide support and assistance to teachers on the orientation of these students to adapt and adjust to our school and to the rigor of high school academic work.
4. 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.

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

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

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

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?

ENL teachers schedules meetings with parents on one Monday in each month to discuss goals of the ELL programs, language development progress, language proficiency assessment results, and language development needs in all content areas. Newcomers High School have multilingual staff who can provide translation and interpretation for parents and teachers. When necessary, the Language Access Coordinador makes arrangement with the NYCDOE Translation and Interpretation Service to have interpreter available for these meetings.

Teachers will keep records (sign-in sheets for in person meetins, phone logs on Daedalus or Skedular for phone calls, and copy of letters sent home as certified registered mails with return receipt) of annual individual meetings with ELL parents as well as outreach.

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

The School Leadership Team (SLT) is another area through which Newcomers High School elicits parental involvement. The SLT has participation of seven parents including the President, Vice-President, and the Treasurer of the Parents Association Committee. The SLT also conducts monthly meetings where critical components and decision making related to the Comprehensive Educational Plan (CEP) takes place. In order to diagnose the needs of parents, students and school staff, the SLT committee performs a walkthrough of the offices, classrooms and other school facilities. Then, a meeting is set up where each member on the walkthrough shares the walkthrough findings and provides suggestions for improvement. Short and long term goals are set up to be addressed and fulfilled throughout the year. In the Spring semester another walkthrough is performed in order to review and revise the goals accomplished and the goals in progress.

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

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: Newcomers High School School DBN: 30Q555

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)
Orlando Sarmiento	Principal		11/17/15
Meesun John	Assistant Principal		11/17/15
Eduardo Duarte	Parent Coordinator		11/17/15
	ENL/Bilingual Teacher		11/17/15
Shally Perez	Parent		11/17/15
Lisa Schwartz	Teacher/Subject Area		11/17/15
Alexandra Tselepis	Teacher/Subject Area		11/17/15
	Coach		1/1/01
	Coach		1/1/01
Oscar Alfonso	School Counselor		11/17/15
Karen Watts	Superintendent		11/17/15
	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: **30Q555** School Name: **Newcomers High School**
Superintendent: **KAREN WATTS**

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.learnedoe.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.

- At registration parents complete a language survey to receive documents in their native language.
- This data on parents preferred language is entered onto RLPA in ATS.
- Reports generated from ATS help us determine the number and languages needed to be translated. T
- Admit forms are then sent to the Translation and Interpretation Unit by the parent coordinator for translation and returned within a two week period.
- The number of bilingual courses and bilingual staff members are determined by the number of pupils and their language needs.
- Parents choose a bilingual or free standing ELL program for their child.
- Students are evaluated using the NYS Lab-R examination. Over 80% are found to be beginner level ELL's.
- On the home language survey over 99% of the parents indicate that they speak a language other than English.
- Other useful documents are also translated.

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

- After assessing the ATS data we found that the predominant language was Spanish, followed by Mandarin. The ATS data reflects that Spanish, Mandarin and English are parents' three most preferred

languages for both written and oral communication. Thirty-two different languages are represented including Arabic, Bengali, French and Portuguese.

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

Part B: 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.)

Important documents needing translation are sent to the Translation and Interpretation Unit.

When provided by the DOE, form templates, i.e. condom availability forms, AIS forms, in the covered languages are utilized.

- In house bilingual staff translates other school-related documents that are not available on the DOE website.
- Translated signs are clearly posted in the main office and entrances. Mr. Eduardo Duarte, our Language Access Coordinator, who is also the Parent Coordinator ensures that our staff members understand their responsibility to offer translation and interpretation support to parents with limited English proficiency

2. 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.

• We have a courtesy phone in the main office dedicated exclusively for parents which can do conference calls using interpretation services.

• In house staff simultaneously translate speech for parents at PA meetings using special wireless devices as parents listen on earphones in Spanish and Mandarin.

• We have student volunteers in Russian, Bengali and French, and Arabic to translate when necessary at PA meetings when student academics are not being discussed.

• We hire interpreters for parent teacher conferences

- Automated phone messages are received by parents regarding student attendance, student lateness and parent meetings in several languages..

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.

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

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.

The school provides over-the-phone interpreters via the Translation and Interpretation Unit. On-site interpretation in Spanish, Chinese, Greek, Haitian Creole, French and Korean is provided in-house by school staff.

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.)

Staff members review at the beginning of the school year guidelines and resources for translation services provided by the NYC DOE

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

The school send documents and letters to be distributed to parents to the Translatio and Interpretation Unit.

Other shorter documents are translated by school staff into various languages.

Parents are notified that interpreters will be available at Parent-Teacher Conferences.

Signs are posted at entrances to the school building about the availability of translation services.

A telephone is provided in the main office for parents who wish to use a translator.

Staff members in the mail office speak Spanish, Chinese, and English.

Translators are provided for members of the School Leadership Team.

Translator units are provided to parents at Parent-Association meetings in several languages.

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)

Every month, in School Leadership Meetings and Parent Association Meetings parents complete a form with questions, concerns and complains.