2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 30Q555
School Name: NEWCOMERS HIGH SCHOOL
Principal: LILLIAM KATCHER
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>NEWCOMERS HIGH SCHOOL</th>
<th>School Number (DBN):</th>
<th>30Q555</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>343000011555</td>
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<tr>
<td>Grades Served:</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>School Address:</td>
<td>28-01 41 AVENUE, LONG ISLAND CITY, NY 1101</td>
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</tr>
<tr>
<td>Phone Number:</td>
<td>718-937-6005</td>
<td>Fax: 718-937-6316</td>
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<tr>
<td>School Contact Person:</td>
<td>LilliamKatcher</td>
<td>Email Address: <a href="mailto:LKatche@schools.nyc.gov">LKatche@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>LilliamKatcher, Principal IA</td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>Nina Kramer</td>
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<tr>
<td>Parents’ Association President:</td>
<td>Lucia Perez</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Lucia Perez/John Perlaza</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Katherine Lavigne</td>
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<tr>
<td>Student Representative(s):</td>
<td>Minghuang Wang</td>
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<tr>
<td>Maria Larrea</td>
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<td></td>
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<tr>
<td>CBO Representative:</td>
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District Information

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<thead>
<tr>
<th>Geographical District:</th>
<th>Queen High Schools</th>
<th>Superintendent:</th>
<th>Elaine Lindsey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>30-48 Linden Place, Flushing, NY 11354</td>
<td><a href="mailto:elindse@schools.nyc.gov">elindse@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
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</tr>
<tr>
<td>Phone Number:</td>
<td>718-281-3517</td>
<td>Fax: 718-281-7690</td>
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</table>

Field Support Center (FSC)
FSC: Queens North  Executive Director: Lawrence Pendergast

Executive Director’s Office Address: 28-11 Queens Plaza North, LIC, 11101, 4th Floor

Executive Director’s Email Address: lpender@schools.nyc.gov

Phone Number: (718) 828-5488  Fax: 718-391-8320
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Liliam Katcher</td>
<td>*Principal or Designee</td>
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<tr>
<td>Kevin Jackson</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Lucia Perez</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Monica McLoughlin</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Katherine Lavigne</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Minghuang Wang</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Maria Larrea</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Rita Sachdeva</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Monsoureh Adabi</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ludis Alvarino</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Xiang Cui</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>John Perlaza</td>
<td>Member/ CSA</td>
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<tr>
<td>Lina Arboleda</td>
<td>Member/ UFT</td>
<td></td>
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<tr>
<td>Sophia Zannis</td>
<td>Member/ UFT</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
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<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. What is your school’s mission statement?

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.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Our school currently enrolled 832 students who are newly-arrived immigrants. We have a dedicated staff, Parent-Association, School Leadership Team, and Student Organization committee who play an essential role in our decision making process. They have strong participation in meetings throughout the school year. The following are some programs and events offered at Newcomers High School aligned with our mission:

- 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 and socio-emotional 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, English Language Composition, 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.

- 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 where students have the opportunity to express themselves through the arts with a focus in celebrating our diversity of many cultures around the world represented in our school community.

- 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 Met Life 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. During the seminar, new teachers have the opportunity of being coached by a well-experienced staff member. Teachers have the opportunity to take walkthroughs around the building to learn how to navigate our building. Also, they are introduced to internal practices in: ELL Compliance, Inquiry based instruction, Differentiation for sub-groups within the group of ELLs, Technology in the classroom, review of the CCLS in their content area and Data analysis of the school.

- 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 smart boards, graphing calculators, and audiovisual technology.

- In partnership with LaGuardia Community College we offer College Now courses in Astronomy, Biology, 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.

3. Describe any special student populations and what their specific needs are.
There are currently 5 students with IEPs. All of them need SETSS in Mathematics and English as a New Language. All special education students in the school are provided with instructional and emotional support as per the recommendations in their Individualized Educational Plan.

4. Identify 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.

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<th>2017 3c</th>
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<td>38%</td>
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<td></td>
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<td>30%</td>
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</table>

The table above shows Advance information in the element of Rigorous Instruction from the Framework for Great Schools, we review the data for Domain 3 (Instruction) of the Danielson Teacher Framework.

In Component 3B (Using Questions and Discussion Techniques) developing ratings decreased from 5% to 4% and the combined ratings of effective and highly effective was 96%.

In Component 3C (Engaging Student in Learning) the developing ratings stayed flat from 2016-2017 and 2017-2018 at 5% while the highly effective ratings decreased from 41% in 2016-2017 to 30% in 2017-2018. Also in this component the effective rating increased from 55% in 2016-2017 to 65% in 2017-2018.

In Component 3D (Using Assessment in Instruction) the highly effective ratings decreased from 38% in 2016-2017 to 31% in 2017-2018. The change in effective ratings was 58% in 2016-2017 and it increased to 65% in 2017-2018. The developing ratings increased from 2% in 2016-2017 to 4% in 2017-2018. The school continues providing professional learning opportunities for the teachers and Assistant Principals to build capacity and increase knowledge in instructional practices.

For school year 2018-2019, we will concentrate in building capacity and instructional practices in the classroom using Danielson and focusing in Domain 3. The indicators 3b: Using Questioning and Discussion Techniques; 3c: Engaging Students in Learning; 3c: Using Assessment in Instruction will be used as area of focus for 2018-2019. We have framed a goal and action plans in the School's Professional Learning Plan to address this area of focus.
### School Demographics and Accountability Snapshot for 30Q555

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 911
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: YES
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 1
- **# SETSS (ELA)**: 14
- **# Integrated Collaborative Teaching (ELA)**: N/A
- **# Special Classes (Math)**: 1
- **# SETSS (Math)**: 12
- **# Integrated Collaborative Teaching (Math)**: N/A

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 8
- **# Music**: 5
- **# Drama**: 3
- **# Foreign Language**: 23
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 86.0%
- **% Attendance Rate**: 89.3%
- **% Free Lunch**: 85.8%
- **% Reduced Lunch**: 4.1%
- **% Limited English Proficient**: 75.1%
- **% Students with Disabilities**: 0.7%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.7%
- **% Black or African American**: 1.0%
- **% Hispanic or Latino**: 62.6%
- **% Asian or Native Hawaiian/Other Pacific Islander**: 29.6%
- **% White**: 6.1%
- **% Multi-Racial**: 0.7%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 0.1
- **# of Assistant Principals (2016-17)**: 10
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification (2014-15)**: 4%
- **Average Teacher Absences**: 7

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: N/A
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 79%
- **Mathematics Performance at levels 3 & 4**: 87%
- **Global History Performance at levels 3 & 4**: 87%
- **US History Performance at Levels 3 & 4**: 85%
- **4 Year Graduation Rate**: 73.0%
- **6 Year Graduation Rate (2011 Cohort)**: 77.8%
- **Regents Diploma w/ Advanced Designation**: 21.1%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: 26%

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A

#### High School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
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</table>

| l. A comprehensive assessment of our academic program was completed using the information from the High School Quality Snapshot from 2015-2016, 2016-2017, and 2017-2018. Also, Advance data from 2017-2018. |
| The school has been able to maintain a high College Readiness Index of 43% compared with partner schools and citywide percentages. 71% of graduate students have enrolled in College within 18 months of graduation. |
| The school is an ENL school that provides high quality education and challenging courses for immigrant students that are looking for a competitive education in the United States. |
| The school has maintained an average of 89% of Attendance Rate compared with average city schools. Despite the current immigration challenges affecting many areas of migration influx, the school is allocating internal resources to follow up on attendance patterns and ensuring that students feel safe in the building. |
| Although, graduation rate decreased during school year 2017-2018 (69% sy 2017-18), school has managed to provide ELL students with a competitive pathway for graduation which includes: Regents and Advanced Regents Diplomas. Also we offer six College Now Classes (Astronomy, Topics in Biology, Statistics, Speech Communication, Reading Biographies and Literature and Propaganda. In addition, to the opportunities for Advanced Placement Classes. Newcomers is a school of recent immigrants that offers the opportunity for students to take high level courses such as: AP Calculus, AP US Government, AP Spanish Language, AP Spanish Literature and AP Chinese Language and two courses newly added: AP English Language and AP Chemistry. |
| 2. The school needs to concentrate in the new data for school year 2017-2018 in which the graduation rate dropped to 69%. |
| The four year graduation rate in 2017 was 77%, but in 2018 decreased to 69%. The new leadership of the school has conducted a data dive professional development to bring awareness to stakeholders and to identify trends for decrease. We have identified those as passing of English Regents exams and Credit Accumulation. |
| Teachers will adjust curriculum based on student data and create revisions (New Addendum) to the school Curriculum Maps to adjust instruction based on data analysis. The goal is to provide rigorous instruction that challenges students with curricula that aligns practice and content to Common Core strategies. Newcomers High School will continue to |
strengthen teacher collaboration and Teacher teams in order to increase progress toward graduation, the graduation rate, and College Readiness.

School Leaders will work collaboratively in infusing new instructional focus of: English Development Across Curriculum. This year the focus will be in writing. Teachers will use Language and Content Objectives to support the instructional focus of the school. We have aligned our inquiry work to a direct student-centered approach by shifting practices and embedding student work analysis to the inquiry cycle. Teachers will have the opportunity to assess students, develop an area of focus that is meaningful to their practice, explore new skills, peer-feedback on teaching practices and formative assessment in a cyclical instructional event supervised by school leaders. Teacher teams will have the opportunity to use protocols to get and to provide feedback of practices, implementation of skills and student work. They also, will have the opportunity to receive feedback from a supervisor attached to their inquiry circle. This practice will also expand embedded leadership at all levels. Teachers will facilitate the team meetings using researched protocols, but also all the administrators in the building (Content Supervisors and Administrators) will have the opportunity to interact directly and indirectly with instruction throughout the development of the inquiry cycle.

The Professional Learning Plan of the school will follow cycles of lessons, implementations, feedback, assessment, and best practices and will not follow traditional execution of plans. The Professional Development committee has agreed that interaction with professional learning skills, time for implementation, and sharing of best practices will provide teachers with ownership and meaningful professional learning. The adoption of this new cycle of PLO Plan is part of the Plan presented by the Field Support Center. AP of English attended PD and turned key to the Professional Development Committee of the school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 August 2019, Newcomers High School will increase the 2017-2018 graduation rate by 5% resulting in a 73% total, measured by the 2018 School Performance Dashboard.
Part 3a – Action Plan

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<th>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:</th>
</tr>
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<td>- 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).</td>
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<th>Target Group(s) Who will be targeted?</th>
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<tbody>
<tr>
<td>Timeline What is the start and end date?</td>
</tr>
</tbody>
</table>

### Instruction:

Data analysis to execute revisions in curriculum will be mandated for all the teachers in the school. Teachers will analyze detailed academic student profiles provided by the administration (from ATS and STARS reports) and identify common trends and areas of adjustments in their curriculum.

<table>
<thead>
<tr>
<th>Teachers</th>
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</thead>
<tbody>
<tr>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Content Area Supervisors and Principal</td>
</tr>
</tbody>
</table>

Selected staff will attend and turn-key professional learning opportunities provided by our Field Support Center. Some examples are: Enhancing Student Engagement, Using Higher Order Questioning, Teaching Advanced Literacy Skills to ELLs, curriculum implementation, Planning and Preparation, and new requirements for Global History Exam, and Science 2020 roll out of new Regents examination. One teacher has also been selected to be trained in the Writing Revolution methodology.

<table>
<thead>
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</tr>
<tr>
<td>Administrators</td>
</tr>
</tbody>
</table>

Teachers will use a new cycle of inquiry to examine student work and design strategic practices that will allow us to close the academic gaps in their individual classes:

The inquiry cycle will include the focus of the school: Development of English Language Across Curriculum, and specifically this year’s area of analysis and development will be writing.

<table>
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</thead>
<tbody>
<tr>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Administrators (Supervisors and Principal)</td>
</tr>
</tbody>
</table>
Teachers will have the opportunity to select the inquiry areas of focus and to develop their own assessments, skills-based formative assessments, and instructional strategies.

Some of the areas will include: use and application of Tier 3 content vocabulary, sentence writing, paragraph writing, essay writing, annotation, using of conjunctions, argument writing, organization of claims and counter claims and supporting evidence.

School Leaders will be providing professional learning opportunities and will model the use and application of effective Content Objectives and Language Objectives.

The language objective initiative will be used in all contents areas and will emphasize the academic vocabulary acquisition process. The use of high-leverage language in all the functions for expressive language tasks will provide students with the necessary skills to develop comprehension and analysis of complex texts.

Teachers will participate in learning walk-throughs:

- Observation tools aligned with the Danielson Framework will be used to observe impact of language objective and learning objective, and focus of writing.
- Administrators will facilitate debriefs to identify next steps based on patterns observed, and share those findings in department or faculty conferences.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>Content supervisors and Principal</td>
</tr>
<tr>
<td>October 2018 to June 2019</td>
<td>Teachers and students</td>
</tr>
<tr>
<td>October 2018 to June 2019</td>
<td>Content Supervisors and Principal</td>
</tr>
</tbody>
</table>
We will provide teachers with targeted professional learning opportunities during mandated monthly PD sessions with a focus on development of content and language objectives, student group work, questions and discussion techniques and formative assessment tools

- Administrators will encourage teachers to attend Professional Learning Opportunities from the FSC on multiple areas to instructional practices.
- For example, one administrator and two teachers are attending the H106 "Teacher Teams: Working Collaboratively to Build Capacity Within Your School" in November to formulate a PL plan tailored to fit the needs of our school.

Teachers will implement learned formative assessment strategies into their lessons.

- Administrators will conduct informal observations and provide next steps on 3d Using Assessment in Instruction.

Regents: Data Analysis will be conducted to raise expectations and Regents results. Most of our exams passing percentages went up from school year 2017 to 2018.

<table>
<thead>
<tr>
<th>Subject</th>
<th>June 2017</th>
<th>June 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>41%</td>
<td>50%</td>
</tr>
<tr>
<td>Global</td>
<td>50%</td>
<td>54%</td>
</tr>
<tr>
<td>US History</td>
<td>67%</td>
<td>74%</td>
</tr>
<tr>
<td>Geometry</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Trig.</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Liv. Env.</td>
<td>77%</td>
<td>84%</td>
</tr>
<tr>
<td>Algebra</td>
<td>80%</td>
<td>65%</td>
</tr>
<tr>
<td>Earth Sc.</td>
<td>68%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Students

<table>
<thead>
<tr>
<th>Month</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Administrators, Principal, Guidance Counselors</td>
</tr>
<tr>
<td>June</td>
<td>August 2019</td>
</tr>
<tr>
<td>August</td>
<td></td>
</tr>
</tbody>
</table>
School will develop a strategic instructional plan to increase results in: Algebra and Chemistry.

Algebra had a decrease of 15% (80% to 65%) and Chemistry from 45% to 33%.

School will identify those students who need and/or are struggling with Regents exams and enroll them in Saturday Academy and After School Programs, to receive additional support. Also, one-on-one peer tutoring in Math will be available during students’ lunch periods.

Our credit accumulation is as follows:

- 9th grade Cohort W-64%
- 10th grade Cohort V-78%
- 11th grade Cohort U- 69%

Our graduation Cohort (T) is currently on track with 72% of students. School leaders have provided detailed data analysis from STARS and ATS to teachers to break down the individual categories and target the needs of those students.

A Senior Assembly will be conducted to discuss credit accumulation, requirements, areas of need, and pathways to graduation.

After Marking Period 1 (Fall 2018) the guidance counselors will meet with students to discuss areas of improvement needed.

A Senior At-Risk meeting with parents will be designed to discuss areas of focus with students and impact expected.

Guidance Counselors will be pushing in to the cafeteria to provide students with additional opportunities for meetings.
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent Coordinator will administer a survey to identify parents' concerns. Meetings with parents of students will be held to teach parents curriculum basics in core classes. Parents will have the opportunity to discuss with teachers course sequence, syllabus, requirements, etc. Guidance Counselors will be available to provide parents with plans of students pathway to graduation.

Administrators, counselors, and teachers will facilitate workshops to parents in Parent Association meetings every month as well as workshops in the Saturday Program throughout the school year so that parents are informed of instructional goals and expectations as well as graduation requirements and college readiness. Principal and parent coordinator will monitor parental participation in workshops and review information with the SLT.

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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.

Per session for professional learning, and to facilitate workshops. Staff members involved in achieving this goal throughout the school year include: teachers, supervisors, Parent Coordinator, and CBO liaisons.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
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### 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.

By February of 2019 we will review the credit accumulation for Fall Semester 2018-2019, scholarship reports and January 2019 Regent’s results to analyze the status of the graduating cohort and areas of focus for the Spring 2019.

This goal is in progress and will be measured by June and August 2019 results due to graduation requirements expectations such as: credit accumulation and Regents results in June.

The school has identified students that need specific credits or Regents for graduation. Each Assistant Principal of the departments is working in collaboration with their teachers to design and implement action plans geared towards graduation.

The inquiry cycle has been modified. The teachers have students in common and the focus of the inquiry is to develop writing skills across all disciplines.

The school has provided professional learning opportunities on-site and in the Field Support Center and District Office in order to enhance instructional practices that will result in promoting academic success for all our students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

School scholarship reports, credit accumulation tracker, Regent’s results.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Newcomers High School has 832 students currently enrolled. All our students are new immigrants with less than 4 years in the United States. 69% of our ELL students have 2 years of service or less. Nearly all are English Language Learners or former English Language Learners. Our school has two main goals for our students: one is to provide students with rigorous instruction that prepares them to meet NY State high school graduation requirements while developing proficiency in English. The second is to support our students with their socio-emotional 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 home languages, we provide a nurturing environment for students to acculturate. We also need to strengthen multicultural understanding and foster respect for all.

Based on the 2017-2018 school survey, our school scores are:

- Rigorous Instruction - 4.66
- Collaborative Teachers - 4.32
- Effective School Leadership - 3.59
- Family-Community Ties - 3.49

Our current Register as per our NYC DOE School Portal shows:

- Total Student Population 834
- Gender: 54.7% are males, 45.3% are females
- Ethnicity: Latino 63%, Asian 30%, Black 1%, White 6%
- 5 students have IEPs

Our School Demographic Report based on STARS Custom Report 307 shows:

- Students immigrated from 54 countries
- 27 home languages spoken by our students

Data from the Meal Code Dashboard in the Principals' Portal show:

- 444 students are Code A: meal application not required
- 232 students are Code 1: free by application processed
- 33 students are Code 2: reduced by application processed
- 12 students are Code 3: full priced application processed
- 171 students are Code 5: Meal applications not submitted
- Title I at this time is 74%
The English Language Learner Data from the Department of ELLs show:

- 99.6% of ELL students are program in STARS as required by CR-Part154
- 100% of Former ELL students are program in STARS as required by CR-Part154

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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, Measurable, Achievable, Relevant, and Time-bound.

- By August of 2019, students in cohort U (class of 2018) will show a 3% increase in their 4 year College Readiness Index, from 43% to 46%.
### Part 3a – 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:

- Evidence-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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in cohort U</td>
<td>September 2018 to June 2019</td>
<td>Administration, Program Office</td>
</tr>
</tbody>
</table>

- Identify students in Cohort U who have not achieved college readiness in Regents examinations.
- Program Cohort U students who did not meet Math College readiness in the Algebra 2 classes and AIS opportunities offered after school and Saturdays in addition to their current math class.
- Program Cohort U students who did not meet College Readiness in all other subject areas for AIS opportunities offered after school and Saturdays

- Use the Item Analysis from the June 2018 results to identify areas of focus where the students need additional support in order to obtain a grade of 75 or better in the Algebra Regents and a grade of 70 or better in the English Regents.
- Update curriculum maps to integrate assessments based on student data.
- Update and align grading policies across the departments so that students receive specific feedback on their progress in competencies to meet academic course objectives and to prepare for the NYS Regents Examinations.

- The Math course sequence will be adjusted and modified starting on the 2018-2019 year to Algebra 1, Algebra 2 and Geometry in order to reduce the time gap between Algebra 1 and Algebra 2 courses.

- Share data trends reflecting academic gaps with parents in School Leadership Team meetings and disseminate information about the activities to achieve our goal in the Parent Association.
- Raise awareness of the need for students to be college ready, including the financial incentives and the increased opportunity for students to be accepted in CUNY senior colleges.

- Students in cohort U | September 2018 to June 2019 |
- Students in cohort U | September 2018 to June 2019 |
- Mathematics and English Assistant Principals, Math teachers |
- Mathematics and English Assistant Principals, Math teachers |
- Math Assistant Principal and Algebra Math Teachers |
- Guidance Counselors, College Office, Parent Coordinator, Assistant Principals and Teachers
Consult with parents in the SLT to develop goals and objectives to attain College Readiness in Math and English according to the School Performance Dashboard.

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Administrators, teachers, and counselors will provide support to reach this goal through the school year. Parent Coordinator will be actively communicating and surveying parents regarding school services, curriculum expectations, and College Readiness Goals. Parents in the School Leadership Team will collaborate in developing goals and objectives to attain College Readiness in Math and English according to the School Performance Dashboard.

### 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 | X | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| || C4E | || 21st Century Grant | || SIG | || 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.

By February of 2019, all the students in cohort U will have taken the Algebra 1 and the English Regents at least once to ensure they obtain grades above 75 and to identify those students in need of re-taking those Regents in June for a second opportunity to score above the target grade.

*This goal is in progress and will be measured by August 2019 in the School Performance Dashboard.

Newcomers High School has increased the number of students taking Algebra II and Trigonometry.

The Algebra II/Trigonometry classes are composed of a diverse student population in order to provide equity and access for all the students.

The Math course sequence has been aligned according to the goal following the new sequence of Algebra I, Trigonometry and Geometry.

ELA Curriculum has been updated to include more rigorous material and cohesion has been strengthened with the adoption of a new textbook series across grade levels, as well as department-wide uniform strategies in reading and annotation.
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
Professional Development Plan Surveys and rating in components 3a and 3b and 3c of the Danielson Framework.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In the School Quality Review Report from May 2015 the lead reviewer found: Teacher teams as an area of celebration. The groups had structures in place to support teacher growth.

Findings

Every teacher is engaged in several collaborative structures consistently relying on an inquiry approach to their work strengthening teacher instructional capacity while promoting the implementation of the Common Core Learning Standards including the instructional shifts that has resulted in school-wide instructional coherence and increased student achievement. Teachers meet regularly in structured teacher team collaborations and analyze key aspects of their practice, assessment data, and student work for students they have in common.

Impact

The teacher teaming structures allow for teachers to feel empowered in their practice and make decisions about teaching and learning that positively affect student outcomes.

In the School Quality Snapshot from 2015-2016 85% of teachers responded positively to questions about Collaborative Teachers.

Teachers engage in professional learning opportunities on weekly basis through their participating in Teacher Teams and Common Planning Time to collaborate in creating lesson/unit plans aligned with CCLS. The focus of their collaboration is to reflect on instructional practices and review 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 self-assessment.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of the teachers will have participated in interdisciplinary inquiry teams to collaboratively solve problems of practice identified in student work that will increase the passing rates of Regents courses and all Regents exams by 3%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
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<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018-October 2019</td>
<td>Assistant Principals of Organization and Content Area Supervisors</td>
</tr>
<tr>
<td>Teachers/Inquiry Teams</td>
<td>Octobers 2018 to June 2019</td>
<td>All the supervisors, including Content and Administrators, Principal</td>
</tr>
<tr>
<td>Teachers</td>
<td>October 2018 to June 2019</td>
<td>Teachers, Inquiry facilitators, Content Area supervisors</td>
</tr>
</tbody>
</table>

Assistant principals of Organization and Content Area Supervisors will meet to select Inquiry facilitators and create interdisciplinary teams.

The inquiry teams will conduct an assessment of past practices to define what worked well, areas of improvement, protocols utilized, and areas of focus.

• Supervisors will be assigned to support the teams with questions, resources, and additional areas needed to enhance teaching practices that impact student outcome.
• A calendar to schedule weekly Inquiry Team meetings will be created.
• A calendar will reflect the cycle of the inquiry and the steps to determine data sources, student work, instructional strategies to promote growth, formative assessments and final results will be utilized.

Teachers in the Inquiry Teams, Math Teacher Teams, and ELA/ENL Teacher Teams will engage in semester cycles of inquiry to present problems of practice identified through student work.

• Teachers will meet weekly to review data from diagnostics of skills competencies
• Teachers will analyze data or student work to identify student needs and gaps in current practice.
• Teachers will collaboratively design activities to address problems of practice.
• Teachers will share best practices and recommended strategies to adjust lessons
Assistant Principals will visit Inquiry teams to observe protocols and provide feedback and support to teams and facilitators.

- feedback given through Danielson 4E

| Teachers | October 2018 to June 2019 | Inquiry Team Facilitators, Assistant Principals |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will received information on the implementation of this goal and the progress made through the action plans. Marking Period analysis and scholarship reports will be discussed during School Leadership Teams.

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 | X | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| C4E | || 21st Century Grant | || SIG | || 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.

By February, 2019 all teacher teams will have completed 1 cycle of Inquiry. All teachers will receive an evaluation form to review the inquiry process. Data from the evaluations will be analyzed by administrators and the School Core Inquiry Team to make adjustments for the Spring 2019 semester.

*This goal was met and it is in progress. The teachers have completed a full cycle of inquiry. January Regents results increased by 7%.

January Regents 2018: 52%

January Regents 2019: 59%

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Inquiry Teacher Teams Surveys
Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In the recent School Quality Snapshot shows that 86% of teachers responded positively to questions about effective school leadership. In the 2017 School Survey, 80 of teachers agreed or strongly agreed that the principal/school leader sets clear expectations for teachers about implementing what they have learned in professional development.

Behavioral/Socio-Emotional Awareness: During school year 2017-2018 the school had an increase of 15 Level 4 and Level 5 incidents that resulted in Superintendent Suspensions as evidenced by the data obtained in the Occurrence On-Line Report System (OORS) that shows that last year the school had an increase of 15 Level 4 and 5 superintendent suspensions.

The school is putting into effect a plan to expand supervisory resources in different areas of the building that includes:

- a ten minute rule for the use of the bathroom
- a hallways and bathroom patrol/supervision schedule

Guidance Counselors will be attending lunch periods in the cafeteria to interact with students in a different school setting.

Parents will receive workshops in how to deal with behavioral issues with their children.

Teachers will enhance their instructional practices by having a strategic professional plan that not only will include instructional practices and strategies, but resources to identify warning signs in students with behavioral issues or in distressed. The uncertainty of the political arena has created stressful chain of reactions in immigrant families causing a direct impact in suspensions and behavioral issues.

Reassignment of roles: As an area of immediate priority, the new Principal has designed a plan to assess, reassignment, and define key roles in the school community. The expectations and goals with different stakeholders from the school community have been redefined. The expectations of collaborative work, trust, and team ability for problem solving is expected at all levels of the school community including: interactions with campus school, administrators, teachers, supportive staff, students, and parents.

High Expectations: The new Principal held town halls with all the students to address expectations and goals for the current year. Staff and parents have also been informed of the expectations.

Professional Growth: To support professional growth, the Professional Development Plan for this year will be strategic in identifying exactly what the school needs based on the Instructional Focus and the potential areas of focus based on the suggested Planning for Professional Learning workshop offered by the North Field Borough Support. The school will utilize the same format to identify how to increase and embed the Instructional Focus: English Language
Development Across All Content Areas. Teachers will receive professional development in the implementation of Content and Language Objectives. They will be provided with opportunities to have an interactive professional learning opportunity by discussing problems in the construction and the development of the content objective. Teachers will have the opportunity to express their practices and how the language objective will support their content. In addition, professional learning opportunities will include: How to Scaffold Activities, How to do Meaningful Formative Assessments, How to Lead Classes to Good Questioning and Discussion Techniques. The Professional Learning Plan of the school will provide teachers with time to share best practices and feedback on implementation. In 2018-2019 we would like to embed leadership by having more teachers leading professional development. The school will also provide PLO in socio-emotional areas and how to identify signs of stress in students. The school plan will provide not only a comprehensive instructional approach but also socio-emotional skills to address the needs of the immigrant population.

---

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, the school will reduce the number of Level 4 and 5 incidents reported in OORS by 50%.</td>
<td></td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal will conduct Town-Halls in all Physical Education classes to address the need of maintaining a safe environment. The Principal and the AP of Guidance will provide differentiated approaches including translation services in different languages, visuals, and full explanation of the high expectations of the school.</td>
<td>AP of Guidance and Principal</td>
<td>September 2018 and January 2019 (Fall &amp; Spring Semester)</td>
</tr>
<tr>
<td>Data Analysis of OORS and suspension reports will be discussed regularly during Safety and Campus meetings</td>
<td>Students</td>
<td>September 2018 to June 2019</td>
</tr>
<tr>
<td>We will create a new bathroom schedule to minimize disruption to classes and monitor student activity with designated hallway patrol assignments to provide stronger supervision of bathrooms, cafeterias, and hallways.</td>
<td>Students</td>
<td>September 2018 to June 2019</td>
</tr>
<tr>
<td>Guidance Counselors will have additional hours to provide more access to students.</td>
<td>Students</td>
<td>October 2018 to June 2019</td>
</tr>
<tr>
<td>Guidance Counselors will be pushing in the cafeteria to provide students with another venue to reach out and hold informal discussions about academics and socio-emotional concerns.</td>
<td>Students</td>
<td>October 2018 to June 2019</td>
</tr>
<tr>
<td>The Dean's Office will create a daily document sent to Assistant Principals, Deans, UFT Chapter Leader, and Guidance Counselors in which everyone will be notified of students held in daily in-house suspensions or superintendent suspensions.</td>
<td>Students</td>
<td>September 2018 to June 2018</td>
</tr>
<tr>
<td>Teachers will receive additional Learning Opportunities to enhance academic and socio-emotional practices.</td>
<td>Teachers, Administrators</td>
<td>2018-2019 school year</td>
</tr>
</tbody>
</table>
Administrators will provide teachers with PLOs in alignment with the school instructional focus and goals. Some areas of focus include:

- using instructional hardware such as ipads, mini-ipads, and smart boards to enhance learning in the classroom
- Item Analysis of Regents Examinations
- Inquiry Assessment

Administrators will provide teachers with opportunities to partner with outside organizations such as:

- Lincoln Center Institute theater residencies from “Learning English and Drama Program” for beginning ELLs
- Repertorio Espanol.
- Provide teachers with residencies in instructional technology offered by Custom Computers
- Manhattan Theatre Club
- Anti Defamation League
- NYC Commission on Human Rights

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The Parents Association and School Leadership Team will receive a report on achieving this goal by the end of the Fall Semester 2018 (February of 2019) and in June 2019.

### 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.

Guidance Counselors, Deans, Teachers, Assistant Principals and Principal.

#### 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 | X | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| || C4E | || 21st Century Grant | || SIG | || 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.
By February, 2019 incidents Level 4 and Level 5 will be decreased by 25%.

This goal was met. Summative results will be available and will be compared at the end of the school year 2018-19.

February 2018: Level 4-18 incidents, Level 5-5 incidents

February 2019: Level 4-12 incidents, Level 5-4 incidents

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

DORS reports and Principal Suspensions.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

The school environment is welcoming and inviting. There is active parental engagement in Parents Association meetings, parents' workshops, ELL parent meetings, and Parent Teacher Conferences. This is reflected in the high attendance that we experience during the PA Meetings where we average 150 parents per monthly meeting.

In the 2018 NYC School Survey on Parent Involvement, parents responded positively when asked if they had opportunities to volunteer time to support the school. The survey shows the following data:

- 43% of parents/guardians agreed or strongly agreed that they have been asked to have opportunities to volunteer time to support the school.
- 74% of parents/guardians responded that they get opportunities to visit classrooms and observe instruction or participate in activities with their child.

In 2018-2019 we would like to increase the number of opportunities provided to parents to volunteer time in order to support the school and to increase the number of opportunities for families to visit classroom and observe instruction and/or participate in more activities with their children. This will be accomplished by creating a list of parent volunteers who will be contacted to participate in all of the events taking place at our school such as the International Food Festival, the Multicultural Show, trips organized by the school where there's constant demand for chaperon. We will also conduct School-Wide walk-throughs to visit classrooms and observe instruction, to visit school offices where various students' services are rendered to highlight strengths and make recommendations in areas for improvement.

As an area of priority, Community Engagement will increase measured by the number of parents actively attending school events.

The school must provide parents with at least, one Curriculum Night Event in which parents have the opportunity to discuss course sequence, requirements, syllabus, texts, and other resources provided to their children.

Given the unique needs and challenges of our students and their parents as members of immigrant communities, we are conducting surveys, administered by the Parent Coordinator, in Parents Association meetings as well as, in parents meetings with counselors to provide parents with opportunities to volunteer time to support the school and to participate in activities with their child during the various events offered and organized by the school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will increase the responses, from 43% to 50%, as measured by the 2018-2019 Parent survey that strongly agrees with the statement: “The school provides opportunities to volunteer time to support the school”.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principals and Parent Coordinator</td>
</tr>
</tbody>
</table>

**We will increase the number of parents attending school activities and the number of opportunities for parents to volunteer time to support the school through: Parental School-wide walkthroughs, attending school trips, etc. In addition, we will provide parents and guardians with the opportunity to learn curricula, visit classrooms, and observe instruction.**

**We will organize School-Wide Walkthroughs with parents/guardians.**

Parents will:

- visit classrooms and observe instruction  
- meet with APs  
- visit the Cafetería and hallways

After the Walk through, parents will highlight strengths of the school to be celebrated and to make recommendations on areas of improvement and next steps.

**Survey the parents to create a list of parents who are willing to volunteer for school events such as:**

- the International Food Festival  
- Multicultural Show  
- Senior BBQ  
- School Trips

Parent Coordinator will call and invite parents from the list to participate as volunteers in all school events.

**Administration will organize a Curriculum Night to invite parents and guardians to discuss academics, curriculum, syllabus, etc.**

- Teachers will have opportunities to discuss curricula and class expectations with parents.

---

**3b – Parent and Family Engagement**

2018-19 CEP
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacob RII Settlement House, The Door, Queens Community House, P-Flag</td>
</tr>
</tbody>
</table>

**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.

- School Counselors
- Parent Coordinator
- Assistant Principals
- Lead Teachers

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By February 2019 the school will have conducted one School-Wide walk-through with groups of parents, have surveyed parents about opportunities to volunteer time during school events, and have created a list of parents who are willing to volunteer time for school events and trips, and also provided parents with a Curriculum Night to teach parents different areas of curriculum and academic expectations.

*This goal is in progress. The school has provided additional opportunities for parents and family members to participate in school activities.*

The school has scheduled a parent-walk through on April 12, 2019.

Also the school has created the following activities for families: Fall Dinner, School Pantry, School trips (parents and students), Curriculum Night, Health Fair.

The school will continue providing multiple activities for parents to participate, volunteer time, and socialize in school events.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

| The feedback document produced during the School-Wide Walk through with highlights and recommendations. |

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="https://www.nysed.gov/">NYSED's memo</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>We provide Academic Intervention Services to struggling students who are failing courses in the current semester in ESL</td>
<td>Academic Intervention Service is aligned with instructional shifts of CCLS, including: Building of academic &amp; content specific vocabulary. Reading of informational text strategies, Writing with an emphasis on citing evidence from text.</td>
<td>Tutoring for small groups of students, ratio is 1 teacher to 20 students or less</td>
<td>After School, Saturday, and Seminars &amp; Lunch Periods</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>We provide Academic Intervention Services to struggling students who are failing courses in the current semester in mathematics courses</td>
<td>Academic Intervention Service is aligned with instructional shifts of CCLS, including: reasoning with equations, inequalities and congruence</td>
<td>Tutoring for small groups of students, ratio is 1 teacher to 20 students or less</td>
<td>After School, Saturday, and Seminars &amp; Lunch Periods</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>We provide Academic Intervention Services to struggling students who are failing courses in the current semester in science courses</td>
<td>Academic Intervention Service is aligned with CCLS, including: Building of academic &amp; content specific vocabulary. Reading of informational text strategies, Writing with an emphasis on citing evidence from text.</td>
<td>Tutoring for small groups of students, ratio is 1 teacher to 20 students or less</td>
<td>After School, Saturday, and Seminars &amp; Lunch Periods</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We provide Academic Intervention Services to struggling students who are failing courses in the current semester in social studies courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Intervention Service is aligned with CCSS, including: Building of academic &amp; content specific vocabulary. Reading of informational text strategies, Writing with an emphasis on citing evidence from text, class discussions and argumentative writing (claims and counter-claims).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring for small groups of students, ratio is 1 teacher to 20 students or less.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School, Saturday, and Seminars &amp; Lunch Periods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ referrals of students; counselors meetings with students during review conferences; parental requests; referrals from administrators</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>167</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>167</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We have offer students by providing with school supplies, and the uniform for physical education instruction. We also provide socio-emotional support through the counselors and through referrals to outside organizations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

- We work with colleges and universities to recommend highly qualified candidates for student teaching as well as to interview for vacancies. We also recruit through the DOE New Teacher Finder website to identified teachers who posses qualifications to serve our diverse student population of ELLs. The following are activities we practice to recruit, retain and support highly qualified teachers.

  ● 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.

  ● We offer professional development for new teacher on creating a supportive environment as well as on planning and implementation of instruction, including development of curriculum maps and class contracts.

  ● Through our Professional Development Committee we survey all teachers on areas of need in the classroom and then plan workshops, which are often facilitated by our own teachers.

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).

Our professional learning plan for 2018-2018 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. Teachers accross all the content areas are expected to include a content objective, as well as a language objective. The language objective must be conducive to assist the demands of language development and language acquisition throughout the four skills of language.
In reading, the analysis of information with the focus of comprehension through diverse techniques such as: chunking the text, annotating, citing evidence and many other resources to increase reading skills.

In writing, teachers will expose students to the process of writing leading them into steps of: writing sentences, developing paragraphs, essay writing, journals, responses to text, etc. Students will be actively involved in self-assessments to identify revisions, organization of texts, editing and final product review.

In speaking, teachers will create student-centered lessons in which students will be practicing English speaking skills in an academic setting. Students will be grouped in heterogeneous groups represented for the multiple races in the school community. Teachers and students will engage in conversations that include: accountable prompts to develop academic skills. Students will be able to differentiate different types of public speaking including: informative, persuasive, and other areas of speech.

In listening, students will be able to show active listening skills that include understanding of academic vocabulary, verbal affirmations, reflections and understanding by providing verbal and written responses in the English Language.

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.

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### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

| N/A |

#### 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).

| N/A |

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### 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.).

| Not Applicable |

#### 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.

Every teacher in the school belongs to an Inquiry Teacher Team. The teams develop diagnostics and final assessments to measure students’ skills development in alignment with CCLS. All Inquiry Teams meet regularly once a week to collaborate in the design of assessments and to plan strategies and practices to support students in making progress on a particular academic skill aligned with CCLS. This year we are focusing on development of academic writing across all the content areas. The inquiry teams have been rearranged and focus of writing has been analyzed and specifically aligned to the individual needs of the teachers in the inquiry teams. Teachers will have the opportunity to reflect in past inquiry cycles, adjust best practices and changed the outcome of the inquiry. Teachers will be assessing student work by using student samples of work, embedding teaching practices that will be analyzed and provided with feedback by peer teachers, and effectiveness of the cycle will be measured by a formative assessment based on the skills addressed by each inquiry team. Administrative support has been assigned to visit the teams and provide them with feedback and facilitation of conversations based on the status of each group. Inquiry Teacher Teams are led by teacher facilitators who meet as a Core Inquiry Team and engage in professional development to support teams in looking at student work, and integrating the school's instructional focus, English language development across all subjects, into curriculum units and classroom activities. This year the instruction focus will be shifted to include developing of writing in all subjects.

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 codes. 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 consolidated. **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>540,101.00</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>102,094.00</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>50,089.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>6,339,384.00</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2 The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Newcomers High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

The final version of this document will be distributed to the school community in Parents Association meetings, and Student Government meetings throughout the 2018-2019 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.

### Support for Parents and Family Members of Title I Students

- 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.

Bilingual school aides 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.

Structures in place to ensure that parents understand program choices include having a full-time Parent Coordinator 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, parent meetings are held regularly and are attended by teachers, aides or others who can translate.

### Parental Involvement and School Quality

**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, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

  - Providing teachers with information regarding the most effective techniques in involving parents through respectful conversations.
  - Teachers’ DOE email addresses will be provided for parents so to increase communication between parents and teachers.
  - Teachers websites will be added to the school website for parents to review instructional support provided to students.
  - Parents are given the telephone number of the Parent Coordinator so that parents can make appointments to talk to other school personnel, teachers and Guidance Counselors.
  - The structures in place to ensure that parents understand program choices include having a full-time Parent Coordinator who is responsible for running the Parent Orientation Program and parent meetings at the school. The Parent Coordinator telephones parents to keep them abreast of important news, the rights, programs, and progress of their children.

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.

### Encouraging School-Level Parental Involvement

**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
Newcomers High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

provides information to parents in the home language

I. School Responsibilities: Supporting Home-School Relationships

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.

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

- School letters are translated and ELL students are provided with native language letters of school events.
- Translation services information is posted in the school lobby in the appropriate native languages

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- maintaining a Parent Coordinator to serve as a liaison between the school an families. The Parent Coordinator will provide training to all parents on accessing PupilPath 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.

### I. School Responsibilities: Providing General Support to Parents

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 tutoring 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 will 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 Title I requirement for the Every Student Succeeds Act (ESSA) 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)

### II. Parent/Guardian Responsibilities

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 to 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.

## III. Student Responsibilities

**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, 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.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one):
- ❑ conceptually consolidated (skip part E below)
- ☒ NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- ☒ Before school
- ☒ After school
- ☒ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- ☐ K
- ☑ 1
- ☑ 2
- ☑ 3
- ☐ 4
- ☑ 5
- ☐ 6
- ☑ 7
- ☑ 8
- ☒ 9
- ☒ 10
- ☒ 11
- ☑ 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
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, and 2) are at risk of failing ENL and content area classes in the current semester as per their 1st marking period grades and/or teacher referrals on Skedula. These programs offer the participating students more focused and individualized instruction as well as opportunities for activity-based learning. Curriculum planning agendas and maps are shared with the principal and preserved on Google Drive. Attendance is photocopied each week by the Principal’s secretary and shared with the administration. Program notifications are sent out to parents in English, and Phone Master is used to notify parents in the native language. We are in the process of obtaining translated versions of our notices.

Subgroups include newcomers, special education ELLs, SIFE. Grade levels include 9-12.
* All materials are teacher-created and supplemental, distinct from those used for daily instruction. There is some overlap in use of scaffolds such as graphic organizers and templates to maintain cohesion with day school instruction.

ENL/Bilingual and content area teachers will be providing direct instruction through flexible groupings.

The ratio of instructional time for ESL/Bilingual and content area teachers: students select their own classes or are placed based on recommendations by teachers/data, but usually the ratio is 1:1 (1 class of ENL/Bilingual and 1 content area).

The types of material used in each program: teacher-created worksheets connected to articles culled from various media sources such as NYTimes, newsela etc... laptops with programs such as Tenmarks for math, supplemental online textbooks, hands-on materials such as rocks and mineral samples in the science courses, and former regents exams, supplemental social studies Prentice Hall review books for Global and US History.

Title III After School AIS Program: For the Fall Semester, the Title III After School AIS Program is provided from October to January for 11 weeks. For the Spring Semester, the After School Program is provided from March to June for 11 weeks. It is offered to 500 ENL students in grades 9 to 12 who have not made progress in English as per in-house and ATS data and are at risk of failing courses in ENL, Mathematics, Science, and Social Studies as per their 1st marking period grades and/or teacher referrals on Skedula. An average of 5 classes per day are offered on Tuesdays, Wednesdays, Thursdays, and Fridays for one hour and a half each day. There are 18 classes of 20-25 students in the Saturday AIS Program.

*Beginner ENL = Entering and Emerging / Intermediate 3 and 4 = transitioning and expanding students in our level 3-4 classes. There are 8 ENL classes (ENL SETTS, ENL Beginner 1, ENL Beginner 2, ENL Intermediate 3, ENL Intermediate 4, ENL Regents Prep, SAT skills), 4 Social Studies classes (Global History Review, US History Review, Global 1, Global 3), 6 Science classes (3 Living Environment classes, two in Spanish-English bilingual and one in English, 3 Earth Science, two in Spanish-English bilingual, and one Earth Science in English, 5 Math classes (Common Core Algebra in Spanish-English bilingual), and 1 Technology in English. The instruction in the After School AIS Program focuses on development of skills and
Part B: Direct Instruction Supplemental Program Information

competencies in which students need to reach proficiency and/or mastery of academic language, content knowledge, and critical thinking skills. The teachers use ENL 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; ENL: Bonnie Unger, Alice Pimentel-Almeida, Eva Lund, and Stenn Jedele. Science: Wilmer Gutierrez, Wanda Vargas, Faye Zhang. Technology: Sheuping Tu. Social Studies: Lesly Marquez, Stenn Jedele, Colby Naranjo, and Tim Becker. Mathematics: Regina Nevarez, Daniel Bello, and Ilda Muyudumbay. The following is the breakdown of teachers by certification license area: • 100% of ENL 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 (85% of subject teachers hold the NYS license in the respective content area and bilingual extension certification.) 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 October to January for the Fall Semester, and from March to June for the Spring Semester for additional 90 minutes after school for 13 weeks in the Fall and in the Spring. All materials are supplemental and separate from day school curriculum.

Ms. Kandel is an ENL licensed teacher, and provides direct ENL and Library Media instruction: Tuesdays is the course "Intro to the Newcomers Library." This includes how to access the physical space of the library, how to sign up for Queens library cards, understanding the Dewey Decimal system, and how to use the digital media available (such as school website, mylibrarynyc, and the Queens library systems). Ms. Kandel also provides one on one instruction in how to conduct research and navigate.

Wednesdays are current event conversation circles, which involve students selecting Scholastic Magazine articles that correspond to their ENL level, and then discussing what was read. Thursday is "Literature Circles" including group readings and discussion of novels selected by students from the mylibrarynyc database. Students read the graphic novels "March 1, 2, 3," "Maus," and then selected "They Both Die in the End." Students read the books and discussed in circles facilitated by the teacher.

Fridays this semester will include Game Night to enhance English language learning, such as Scrabble, Spot It America and Bananagram. Title III Saturday AIS Program: For the Fall, the Title III Saturday AIS Program is provided from October to January for 8 weeks. For the Spring, the Title III Saturday AIS Program is provided from March to June for 8 weeks. It is offered to 300 ESL students in grades 9 to 12 who have not made progress in English as in-house and ATS data and are at risk of failing ESL, Mathematics, Science and Social Studies as per their 1st marking period grades and/or teacher referrals on Skedula. 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 5 ENL classes (ENL 1-4, ENL Regents Prep), 4 Mathematics (2 English and 4 Spanish-English bilingual), 2 Science (English), and 4 Social Studies (2 Spanish-English bilingual, and 2 in English). There are 17 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 ENL 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; ENL: Alice Pimentel Almeida, Kavita Bhutani, Havva Torgut, Seydina.
Part B: Direct Instruction Supplemental Program Information

SambeMathematics: Carmen Montoya, Fan Zhang
Social Studies: Tim Becker, Lesly Marquez
Science: Wanda Vargas

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
• 85% of subject teachers hold the NYS license in the respective content area and bilingual extension certification.

Patrick Browne, Assistant Principal Supervision, 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. Supervisors are present parent outreach, teacher support and supervision, student supervision, safety oversight and in the event of emergencies.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

• rationale
• teachers to receive training
• schedule and duration
• topics to be covered
• name of provider

Begin description here: ______

Please indicate how the PD will positively impact the progress of ELLs: PD allows teachers to share best practices, and calibrate expectations and instructional approaches for the students registered. The goals are to increase student engagement and support through improved instruction. For example, content area teachers are trained in the use of ELL strategies, and are given time to collaborate with ENL teachers to share best practices.

Please indicate if this component is at cost or at no cost to program: at cost - per session rates are given to all participants.

Please indicate how records will be maintained including agendas and attendance sheets:
Agendas and attendance sheets are submitted to the Principal's secretary for filing at the end of each session. Staff attending off-campus PDs submit a copy of their agendas to the Payroll Secretary.

Please indicate name and qualifications of PD provider(s) (model teacher): Diane Giorgi, a retired DOE teacher who was trained in the New York City Writing Project and serves as the mentor to new teachers in our school. A licensed supervisor can also run the PD. Elizabeth Acerra, AP ENL, has run the PD, and is licensed in ENL and ELA, and was trained in the Writing Revolution protocols.

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 2018-2019 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: Formative Assessment Tools for ELLs, Literacy across Content Areas, Interdisciplinary Connections to Develop Instructional Objectives, Language Development in the Bilingual Classroom. Teachers in the After School Academic Intervention program are invited to
Part C: Professional Development

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.

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:

Please indicate how parents of Title III students as well as parents of ELLs will participate in these activities: they are invited to the school to attend the workshops and English classes.

Please indicate how records will be maintained including agendas, attendance sheets and invitations in parents’ preferred languages: the Parent Coordinator facilitates extensive outreach, including PhoneMaster in translation, and sending notices home. Records are submitted to the principal's secretary for filing.

Please indicate rationale for parent workshop based on needs analysis: parents have reached out requesting English each year at Orientation or SLT/Parent Association meeting. The Parent Coordinator identified a list of frequently asked questions by parents to determine specific trainings needed. Suggestion Boxes were also culled for workshop suggestions at Cabinet Meetings.

Please indicate how the translation needs of parents will be met (translation services at the events): The school utilizes bilingual teachers as interpreters, as well as Transmitter/Receiver Interpretation equipment purchased by the school.

There are workshops scheduled for parents through Queens Community House 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, Elise Victoria, notifies parents in the language of their preference of the workshops during PA meetings and by 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, parents are being invited to Meet Your Teacher Week" during lunch periods to discuss curricula and class expectations. In addition, the school will continue to work with Community-Based Organisations to support parents with immigrant-specific social services/issues. The workshops will be offered through partnerships between our school and Community-Based- Organizations such as Jacob Riis, Catholic Charities, Salvation Army, and at no cost. LaGuardia Community College with school counselors will also facilitate workshops on college and career readiness as well as youth development.
**Part E: Budget**

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

**Allocation Amount: $______**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
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<tr>
<td>• Per session</td>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
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<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
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<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Queens</td>
<td>555</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilliam Katcher, IA</td>
<td>Elizabeth Acerra</td>
<td>type here</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariel Dinan</td>
<td>Oscar Alfonso</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra Tselepi/ENL</td>
<td>Lisa Schwartz/ENL</td>
<td>Shally Perez</td>
<td>Elise Victoria Pena</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>type here</td>
<td>Elaine Lindsey</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
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</thead>
<tbody>
<tr>
<td>23</td>
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<td>1</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>4</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**D. Student Demographics**

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>840</td>
<td>647</td>
<td>77.02%</td>
</tr>
</tbody>
</table>

2018-19 CEP 62
A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☑️</td>
<td>☐️</td>
<td>Spanish &amp; Chinese</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☑️</td>
<td>☐️</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑️</td>
<td>☐️</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<td>TBE</td>
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<td>TBE</td>
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</table>

Part II: ELL Demographics

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Teacher-created assessments in English and Home Language.

2. What structures do you have in place to support this effort?
   Bi-monthly ENL Department meetings; ELL leveled curriculum development teams; scheduled testing dates by department; bi-annual meetings for exam review and alignment.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Teacher-created ELL Periodic Assessments - diagnostics and final assessments at the end of each semester.
4. What structures do you have in place to address interventions once the summative data has been gathered?
   Bi-monthly department meetings; data analysis activities; marking period interventions list mailed out to teachers by AP

5. How does your school use 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.] N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   NYSESLAT modality scores and year-to-year comparison, Common Core ELA and Math Regents item analyses.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Bi-monthly departmental meetings; monthly staff meetings; weekly cabinet meetings; e-mail notifications

Part IV: ELL Programming

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.
      Standalone ENL classes are structured by ENL levels. Given that one of the instructional goals of the school is language development across content areas and that nearly all students at Newcomers High School are ELLs and former ELLs, all entering, emerging, and some transitioning and expanding students receive one unit of Standalone ENL in addition to their integrated ENL classes with ELA content. Students are grouped homogeneously according to their English proficiency level in alignment with NYSESLAT/NYSITELL and teacher-created ELL Periodic Assessments.
   b. TBE program. If applicable.
      Entering and emerging students in TBE programs receive a minimum of 2 bilingual content classes and 1 HLA class in addition to their mandated ENL classes. Transitioning and Expanding students receive a minimum of 1 bilingual content class and 1 HLA class in addition to 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. Content courses are by grade level, except math, which is ungraded and based on proficiency level according to in-house assessment. HLA classes are by grade level. The bilingual content classes are by grade levels.
   c. DL program. If applicable.
      Currently, Newcomers High School does 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)?
      The programming office, in conjunction with the guidance department, consult the parent selection survey, NYSESLAT and NYSITELL data on ATS to inform the programming each semester. At Newcomers High School, students who are Entering and Emerging, levels receive 3 classes (594 minutes) of ENL instruction per week. Each ENL/ELA class is 198 minutes per week in total. Expanding level students receive 1 or 2 classes of Integrated ENL in ELA, decided by the administration on a case by case
basis after reviewing credit accumulation and regents exam data. Commanding level students and Former ELLs receive a minimum of 1 class of integrated ENL in ELA. Students in TBE program receive 1 class of HLA according to preference listed on parent survey.

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.

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, as well as native language support. At the beginning of each term, the school interdisciplinary inquiry teams select Common Core skills (i.e., citing evidence from text) and assess student work to guide teachers in designing tasks that target the skill across all grades and content areas. 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 ratios of 75% HL to 25% English for Entering levels, 60% HL to 40% English for Emerging levels; 50-50% for Transitioning level; and 25% HL to 75% English language use for Expanding level learners. Teachers differentiate their instruction according to these varied levels.

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/benchmark exams in place such as the Chinese Reading Test levels 3-5, Spanish ELE test Level E, and the Lab-R in Spanish. Throughout the year, the school relies on teacher-created formative and summative assessments given in class throughout the semester. The HLA 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 differentiate instruction for each of the following ELL subgroups?

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

All students are programmed according to their NYSESLAT level and in-house assessments - students are grouped according to these levels, not by grade, in English/ENL courses and TBE content area classes. For ENL students in content areas, programming is done based on assessment performance, and teachers differentiate instruction for students based on NYSESLAT level.

5a. For SIFE students Newcomers provides literacy classes which provides additional support in a small class setting. Students are scheduled with flexibility in that they receive two intensive classes, one of which is a double period (132 minutes). 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. Students are provided an additional seminar course once a week as well which focuses on literacy instruction. 5b. All of our students are newcomers. Therefore, we provide them with more than the state mandated minutes, as well as separate courses focusing on intensive Common Core standards in literature and informational text. We continue to use a textbook, the Edge series from National Geographic, uniformly across levels 1-2 (Entering and emerging students). We also provide New Student Workshop 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. 5c. For ELLs receiving services for four to six years, we offer academic intervention services 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. 5d. 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. 5e. Former ELLs are programmed for a minimum of one integrated ELA class. Students have the option of English elective classes including Journalism, Media Studies, and Human Rights.

6. 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?

Our programming includes push-in instruction to various content classes for ELL-SWDs, as well as a once a week seminar course for additional support, both taught by the licensed Special Education teacher. A plethora of strategies and techniques are utilized to make language and content comprehensible to English Language Learners, and our ELL-SWDs. 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, Google Classroom), 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, technology and visual as well as aural materials, encouraging student participation and in-class presentations, designing projects (project-based and thematic activities), doing constructivist reading and writing activities (using reading strategies, e.g., prediction, questioning the text, making connections, visualizing predicting, summarizing), and other meaningful, relevant student-centered tasks fosters engagement in our classrooms.

Grade-level materials used include various works of literature, the Edge textbook series, Scholastic magazine, newsela articles, New York Times articles, as well as primary source documents from other content areas.

7. 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 courses 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. Our students with IEPs are provided specialized curriculum in the seminar courses, as well as tailored tutoring classes once a week. Our Special Education teacher provides push-in SETTS as per IEP to ENL and Math classrooms as well.

8. 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 reports, and in-house assessment tools that are modeled after the NYSESLAT and Regents. Newcomers schedules at-risk or off-track students for after-school and Saturday AIS classes. In ELA, we offer support and Regents prep to Levels 1-5 in English. In Math, we offer Algebra Common Core, Trigonometry and Geometry. 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. Also, many of the content courses are taught by bilingual teachers. In addition, as mentioned earlier, one period a week (called seminar) is dedicated to aligning the class with specific student’s needs. During that period, we offer over 30 intervention courses, including 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
New programs considered this year and next are the LEAD program and Repertorio Espanol, which are theater and dramatic performance-based programs offered to our beginner ELLs in conjunction with their Integrated ENL/ELA course as well as in Saturday school. This program pairs an ENL teacher with a theater teaching artist to improve literary analysis skills as well as listening and speaking. Our AP of Guidance has brought several new programs for our students on board. We are beginning intensive SAT prep courses with training provided to our teachers by A-List, to improve student outcomes on SAT. In preparing students for college and career readiness, we are entering into partnership with Global Kids to help develop new leaders among our ELLs, SAYA, which promotes college and career readiness for Southeast Asian students, and Go Campusing, which provides curated trips for students to various college campuses. In addition, we are partnering with L.O.V.E. which provides services inbin Latina mentoring. In professional development, we are engaging Custom Computers to bring in a consultant on using technology in the classroom in response to teacher feedback that this PD was needed.

In curriculum, teachers have designed new ENL/ELA courses to support our ELLs in college and career readiness as well as social-emotional growth. One course, called Mindfulness, includes in-depth study of the neuroscience behind mindfulness practices such as meditation, and instructs students on how to better support their social-emotional growth and deal with stress. Another, College Writing, provides project-based learning opportunities for upper level and former ELLs to prepare for the demands of college writing, including research papers and speech writing.

We will continue our work with the Junior Achievement program in our social studies to focus on personal finance education for our economics students.

10. If you had a bilingual program, what was the reason you closed it?
   There is no program/service for ELLs that has been discontinued.

11. 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 CBO 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, as previously mentioned. We also have a partnership with LaGuardia Community College.
   In the College Now and Bridge Program offers, students take classes in Intro to Travel Industry, Literacy and Propaganda, Topics in Biology, Astronomy, Reading the Biography, Communications, College Algebra, Sociology, and Trigonometry.

12. 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, graphic organizers, and visuals to make the content accessible and enhance English language learning. We also have a partnership with LaGuardia Community College. Additionally, in the interest of creating more cohesion for our Newcomers in levels 1-2, we have adopted a new curriculum for informational text and literature study based on the National Geographic textbook series Edge. We have also purchased the series Newcomers USA to support SIFE students in our literacy program. In the HLA program, an abundance of native language literature is provided.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   When students first register, as part of the ELL Identification process, starting next year we will administer In-House literacy assessments in the home language, including Spanish and Chinese, Russian, Arabic, and Bengali to identify students with low literacy in their native language, as well as possible SIFE.
   In the TBE program, as the ENL, 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 ENL program, students use bilingual dictionaries and are often allowed to express what they know if different way, i.e. visuals, utterances, words. Again, as their proficiency level increases, so does their use of more sophisticated English.
   In the content areas, 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.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Assistant Principals and the Program Office review student data in the NYSESLAT/NYSITELL to program students for their classes accordingly.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   N/A

16. 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.

17. What language electives are offered to ELLs?
   Spanish and Mandarin-Chinese

18. 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.

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**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 and non-pedagogic staff.) 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?

   **Instructional Focus 2016-2017:**
   - English Language Development Across all Subjects.
   - Language Objectives for every lesson in reading, writing, listening and speaking through collaborative discussion. Identifying specific skills that student will develop in the lesson.
   - Inquiry Teacher Teams will focus on Common Core Learning Standards. Reinforcing Skills across all subjects as follows:
     - Academic Vocabulary (Language 6 Standard) in Arts, and Physical Education.
     - Citing Evidence from Text (Reading Informational Text 1 Standard) in Science.
     - Write Informative/Explanatory texts (Writing 2 Standard) in Social Studies, and Word Languages.
     - Collaborative Discussion of information based on texts (Speaking and Listening Standard 1) in ENL/ELA.
     - Make sense of problems and persevere in solving them in Mathematics

   The Professional Development Committee is composed of four teachers designated by the UFT Chapter Leader, and four assistant principals designated by the principal. This PD Committee meets once a month to plan workshops for a series of mandated PD that takes place after-school on the third Monday of every month from October to May. The PD Committee also plans activities and workshops for Chancellor’s PD days.
This PD Committee designated 6 goals for our school this year, along with action plans for each:

1. To strengthen the capacity of teacher teams to align units of study with Common Core Standards. The focus will be summarizing to build on explanatory writing, citing evidence from information and academic vocabulary development.

2. To improve teacher effectiveness focusing on using questioning and discussion techniques by developing a common understanding of strengthening students English language development through collaborative discussions in which students improve listening and speaking skills as well as critical thinking.

3. To improve staff members expertise on the use of instructional technology.

4. To provide teachers with professional development through classroom residencies by Theater organizations to enhance students’ speaking and listening skills as they develop proficiency in English as a New Language.

5. To provide teachers with professional development through and After-School Critical Friends Program.

6. To provide staff members with professional development on student support including: meeting students’ unique needs, responding to socio-emotional needs, differentiation.

In addition to the instructional focus this year, PD is provided based on teacher feedback. For example, we offered support in using technology in classrooms with ELLs, such as Google Classroom.

2. 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 PD Committee determines the scheduled hours for our school’s professional development activities, ensuring that these guidelines are met, and agendas and sign-sheets are kept in file as a part of school record for all professional development activities.

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 scheduled two official meetings with parents this year, but next year we will select one day 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 Coordinator makes arrangements with the NYCDOE Translation and Interpretation Service to have interpreters available for these meetings. Teachers will keep records (sign-in sheets for in person meetings, phone logs on Skedula for phone calls, and a copy of letters sent home as certified registered mail with return receipt) of annual individual meetings with ELL parents.

2. 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 Parent Association meetings. Parents also participate in school walk-throughs 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. When in-person interpreters are unavailable, staff utilize the Over-the-phone interpretation services provided by the DOE. Stickers with the necessary contact information are located on every phone in the building. 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. 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.

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.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Orlando Sarmiento, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orlando Sarmiento</td>
<td>Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Elizabeth Acerra</td>
<td>Assistant Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Elise Victoria Pena</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Mariel Dinan</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Shally Perez</td>
<td>Parent</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Lisa Schwartz</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Alexandra Tselepis</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oscar Alfonso</td>
<td>School Counselor</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Elaine Lindsey</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Other</td>
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<td></td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 30Q555  School Name: Newcomers High  Superintendent: Elaine Lindsey

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Not yet</th>
<th>The LAC was involved in the development of this plan? Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elise</td>
<td>Victoria Pena</td>
<td>Parent Coordinator</td>
<td>Not yet</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   - At registration parents complete a language survey to receive documents in their home 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.

   - 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 Transitional Bilingual Education or English as New Language program for their child.

• Students are evaluated using the NYSITELL 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
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<tr>
<td>ALBANIAN</td>
<td>0.1</td>
<td>0.33</td>
<td>0.1</td>
<td>0.33</td>
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<tr>
<td>ARABIC</td>
<td>2.65</td>
<td>3.93</td>
<td>2.75</td>
<td>3.93</td>
</tr>
<tr>
<td>BENGALI</td>
<td>7.36</td>
<td>6.56</td>
<td>7.65</td>
<td>6.89</td>
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<tr>
<td>BURMESE</td>
<td>0.2</td>
<td>0.33</td>
<td>0.2</td>
<td>0.33</td>
</tr>
<tr>
<td>CHINESE</td>
<td>15.9</td>
<td>19.02</td>
<td>11.78</td>
<td>18.36</td>
</tr>
<tr>
<td>HAITIAN</td>
<td>0.2</td>
<td>0.66</td>
<td>0.39</td>
<td>0.98</td>
</tr>
<tr>
<td>HINDI</td>
<td>0.29</td>
<td>0.33</td>
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<td>0.33</td>
</tr>
<tr>
<td>NEPALESE</td>
<td>0.59</td>
<td>0.33</td>
<td>0.59</td>
<td>0.33</td>
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<tr>
<td>PUNJABI</td>
<td>0.59</td>
<td>0.56</td>
<td>0.59</td>
<td>0.56</td>
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<tr>
<td>POLISH</td>
<td>0.29</td>
<td>0.66</td>
<td>0.39</td>
<td>0.66</td>
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<tr>
<td>PORTUGUESE</td>
<td>0.59</td>
<td>0.66</td>
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<td>SPANISH</td>
<td>61.04</td>
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<td>61.04</td>
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<td>TIBETAN</td>
<td>0.39</td>
<td>0.66</td>
<td>0.29</td>
<td>0.66</td>
</tr>
<tr>
<td>TURKISH</td>
<td>0.49</td>
<td>0.33</td>
<td>0.49</td>
<td>0.33</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Spanish, Chinese, and Bengali

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Transcripts</td>
<td>September through June 2018-2019</td>
<td>Send to Translation and Interpretation Unit</td>
</tr>
<tr>
<td>Parent Notifications</td>
<td>September through June 2018-2019</td>
<td>Send to Translation and Interpretation Unit</td>
</tr>
<tr>
<td>Parent Compact</td>
<td>September 2018</td>
<td>Send to Translation and Interpretation Unit</td>
</tr>
<tr>
<td>Testing notifications</td>
<td>January 2018, June 2019</td>
<td>Translated in house by staff members</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents Association Meeting</td>
<td>September through June 2018-2019</td>
<td>Parents are given a simultaneous translation device (Spanish and Chinese)</td>
</tr>
<tr>
<td>School Leadership Team</td>
<td>September through June 2018-2019</td>
<td>Parents are given a simultaneous translation device (Spanish and Chinese)</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>November 2018 and March 2019</td>
<td>DOE translators are available</td>
</tr>
<tr>
<td>Walk-in parents meet with parent coordinator and counselors</td>
<td>September through June 2018-2019</td>
<td>Bilingual staff members, and telephone language translation</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We disseminate information using School Messenger, and Pupil Path

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Language Access Coordinator provides a workshop to staff members at a Faculty Conference
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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.

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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