

2022-2023

# COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	24Q455
School Name	Newtown High School
Principal	John Ficalora

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

## The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED's proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school's Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

## CEP Guidance on Conducting a Comprehensive Needs Assessment

### CEP Guidance on Conducting a Comprehensive Needs Assessment

**Directions:** Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
  - Qualitative and quantitative data, including pre-COVID-19 learning data
  - Potential ESSA Accountability Indicator Goal Sheet.
  - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
  - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE's State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
  - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
  - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*

- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
  - *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
  - *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*
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- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
    - *What theories or hypotheses explain the current student and school outcomes?*
    - *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	Newtown High School
District Borough Number (DBN):	24Q455
Grades Served:	9-12
School Address:	48-01 90th Street Elmhurst NY 11373
Phone Number:	718.595.8500
Fax:	718-699.8584
School Contact Person:	Catherine G Tsouristakis
School Contact Person Email Address:	ctsouri@schools.nyc.gov

Principal:	John J Ficalora
United Federation of Teachers (UFT) Chapter Leader:	Mr. Montero
Parents' Association President:	Szymon Sondej
SLT Chairperson:	Gabriela Altomirino
Title I Parent Advisory Council Chairperson (PAC):	Glenda Knox
Student Representative(s) Middle /High School:	Kaylin Tepi
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	Dr. Montalvo

### **District Information**

Geographic District:	Queens
Superintendent:	Hoa Tu
Superintendent's Office Address:	30-48 Linden Place Flushing NY 11354
Superintendent's Email Address:	htu@schools.nyc.gov
Phone Number:	(718) 923-5091
Fax:	(718) 281-7690

## **SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE**

## School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, 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**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

**Directions:** List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
John Ficalora	Principal or Designee*		
Wilson Montero	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Lourdes Martinez	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
N/A	District Council 37 (DC 37) Representative (staff), if applicable		
Andrea Fisher-Ekoue	Title I Parent Advisory Council Chairperson (or alternate)		
Nadia Rampersaud	Student Representative (Required for middle and high schools)		
Supriya Singh	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Gabriela Altomarin	Member/Staff		
Eileen Nguyen	Member/Staff		
Maria Dela Cruz	Member/Staff		
Mariana Papadatos	Member/Staff		
Kadean Richards	Member/Parent		
Kimmiah Ojeda Harvey	Member/Parent		
Edit Reinoso-Bak	Member/Parent		
Melisa Cascio	Member/Parent		
Andrea Fisher-Ekoue	Member/Parent		

## Additional Stakeholder Signature Page

**Directions:** Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED's guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
	Position / Constituent Group	
	Position / Constituent Group	
	Position / Constituent Group	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	<p>The mission of Newtown High School is to strengthen the skills needed for continuous learning, to expose students to core course work and electives of interest and enable students to become lifelong readers, writers and thinkers; as well as productive citizens in an academically competitive and continually changing world. We will appreciate the diversity of our students and community and foster an inclusive school climate. The vision of Newtown High School is that our students will have a quality education, will be inspired to have a passion for learning and exploration, and will be prepared to perform at their fullest potential in preparation for college and careers. Advanced Literacies Mission We will create an Advanced Literacies community in which reading, writing, speaking, listening and complex thinking are part of the everyday environment to support our students to become lifelong learners.</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>To understand Newtown High School one must first understand the student body that we serve. Our students come from about 100 different countries and speak about 59 different languages. About 27.08% of our students are new speakers of English and are enrolled in English as A Second Language classes, with content teachers trained in the SIOP Model in order to better serve their educational needs. The number of SIFE students continues to increase each year. Our school is organized into Small Learning Communities (SLCs) which allows us to provide all students with personalized interest based learning experiences. Our ninth graders begin their high school experience as members of our Freshmen Academy. The Freshmen Academy organization supports students in transitioning to high school through activities and a curriculum which supports their growth and academic success. Our Freshman Academy has been a way to help transition students from 8th grade into a high school environment without losing a sense of someone watching over them. The Academy has students who travel together in a cohort and share the same teachers and counselor. The staff meets regularly to discuss the educational needs of the students in their cohort as well as the socio-emotional needs of the students to ensure success at Newtown High School. Beginning in tenth grade, students transition to our other academies which are: the Engineering Aces, Forensics Academy, Business Academy, and Arts &amp; Media Academy. During ninth grade, our students select one of our other SLCs in which to spend the following three years. We also have an International SLC to serve the needs of our ESL/Bilingual population. Within the SLC a distributive leadership model is used to provide every teacher the opportunity to lead in a crucial area directly related to that SLC. There is a dedicated counselor, dean and Assistant Principal for each SLC. The SLC structure is helping us to better serve the needs of our students and to empower teachers to plan for school improvement. We have a long-standing collaboration with Queens Community House. We have worked with them over the years to improve attendance and reduce dropouts. The Queens Community House also opens their other resources to our students. This partnerships support students and build a positive school culture. Last year, our focus was on credit accumulation, building teacher capacity, rebuilding relationships with our parent community and continuing to serve all students. We identified areas where we were able to help improve those numbers by aligning our resources to create Regents aligned courses and after-school classes for students to get back on track. Another area of focus within our pedagogical needs revolves around Domain 3 of the Danielson Framework, specifically in student engagement and discussion. This year we plan on continuing our commitment to help teachers develop stronger skills around Domains 1 and 3. Instructional Support Services There are a total of 269 ISS students in which 196 are in the ICT model and 73 in self-contained classes. We have students that have related services for Counseling, Speech and Language, Physical Therapy, Hearing and Vision. There are four students who have related services only and partake in the general education classes throughout their schedule. We have six students who require paraprofessionals for Alternate Language and Health purposes. The student's needs in the classrooms require teachers to make accommodations to the lesson plans, scaffold the assigned work and keep students involved in the lesson through different pathways such as differentiating instruction, leveling the assigned activity and implementing student's accommodations during assessment. Students are working on skills that they need to show growth in such as reading comprehension, fluency and decoding. Students are assessed using Scantron Performance Series for math and their reading Lexile levels. This will assist teachers with their groupings in their classes. The teachers implement the student's IEP goals and the school matches student's transition needs with their programs as best as possible. Students need to build confidence and stamina to better prepare for their state exams. Teachers are building on these skills. ELL POPULATION</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	9	Adapted and modified Engage NY Curriculum	Incorporation of informational texts to support the anchor texts- Text bundles. Scaffolds and Regents based tasks. CRSE texts and activities.
ELA	10	Adapted and modified Engage NY Curriculum	Incorporation of informational texts to support the anchor texts- Text bundles. Scaffolds and Regents based tasks CRSE texts and activities.
ELA	11	Adapted and modified Engage NY Curriculum	Incorporation of informational texts to support the anchor texts- Text bundles. Scaffolds and College and career readiness tasks. CRSE texts and activities.
ELA	12	Adapted and modified Engage NY Curriculum	Incorporation of informational texts to support the anchor texts- Text bundles. Scaffolds and College and career readiness tasks. CRSE texts and activities.
Math	9 - 10	Meaningful Math Algebra 1 & New Visions Algebra 1	Incorporation of supplemental resources for additional skill building and practice (i.e. DeltaMath, Desmos)
Math	10 - 12	Meaningful Math Geometry	Incorporation of supplemental resources for additional skill building and practice (i.e. Desmos, DeltaMath)
Math	11 - 12	Meaningful Math Algebra 2	Incorporation of supplemental resources for additional skill building and practice (i.e. Mathletics, Desmos, DeltaMath)

## SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

**DIRECTIONS:** IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

**NOTE:** YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

### AREA OF CONCENTRATION HIGH SCHOOL ELA

#### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.



1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase skill level- focused on evidence based reading and writing	Baseline assessments	Learning gaps- Students enter high school as levels 1 and 2 lacking grade level writing skills.
Improve SWD's reading levels.	Baseline and in-class assessments	Students lacking reading skills in comprehension, fluency and decoding.
Improve critical thinking and evidence based reading and writing skills.	Baseline and/or class assessments	A majority of MLs/ELLs enter at a 2nd to 5th grade reading and writing level. Students struggle to progress without interventions.

**High School ELA SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	59.55%	By June, 2023, High School ELA for All Students will Increase 3%, from 59.55% to 62.55%, as measured by NYS ELA Regents Exam.
Students with Disabilities	50	By June, 2023, High School ELA for Students with Disabilities will Increase 2%, from 50% to 52%, as measured by NYS ELA Regents Exam.
English Language Learners (ELL)	55%	By June, 2023, High School ELA for English Language Learners (ELL) will Increase 5%, from 55% to 60%, as measured by NYS ELA Regents Exam.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September			
2023 NYS ELA Regents exam	Passing percentage of students who sit for the 2023 NYS ELA exam	The English Department will administer to 10th grade classes a Mock Regents exam in September to serve as a baseline. We will again administer a mock Regents in January before administering the actual exam in June of 2023- to monitor progress and accomplishment of set goal.	50% will be able to correctly answer questions targeting Regents skills- September	65% will be able to correctly answer questions targeting Regents skills- January	75% will be able to correctly answer questions targeting Regents skills - June
2023 NYS ELA Regents exam	Passing percentage of students with disabilities who take the 2023 NYS ELA exam.	50% of the student's with disabilities passed their regent bound ELA class with a grade of 75 or higher.	at least 50% of SWD's master regent skills at this point in the school year.	at least 52% of SWD's master regent skills at this point in the school year.	at least 53% of SWD's master regent skills at this point in the school year.
2023 NYS ELA Regents exam	Passing percentage of English Language Learners who take the 2023 NYS ELA exam.	The ENL Department administered a mock Regents for first time takers with an increase of 2% from January 2023.	50% of students answered questions correctly targeting Regents skills.		

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific

priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/30/2023	We will be administering the MAP Growth screener and use data to support learning needs. Asses students using teacher constructed baseline assessment. The data from baseline assessments will be used to incorporate additional activities, in lessons, that target skills identified as lacking, to strengthen students in those areas. Activities that challenge students in areas in which they have demonstrated mastery will also be evident in the curriculum and lessons planned by teachers. AP will visit classes and provide feedback.
09/08/2022	01/30/2023	AP will visit classrooms and meet with teachers to provide feedback and support for professional growth (monthly)
09/08/2022	01/30/2023	N/A

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/28/2023	Use the Mock Regents exam data to adjust curriculum and plan instruction according to areas identified as lacking. Administer mid-year MAP Growth exam. Use the data from the second MAP Growth testing to monitor academic growth and support teaching and learning. In May we will administer the 3rd MAP growth assessment and monitor student academic growth.
02/01/2023	06/30/2023	Based on the data from the mid-year exams, SWD teachers will make accommodations in their lesson plans to identify areas of concern and skills needed to improve.
02/01/2023	06/30/2023	Based on the data from the mid-year, ELL teachers will adapt their instruction and modify areas students are struggling with.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2021	06/25/2022	Use of Skedula / Pupil Path to keep parents informed on student progress and as a tool for parents to communicate with teachers and school administration.	N/A

Human Resources	Teachers- for tutoring struggling students
Instructional Resources	Links to practice Regents exams, curriculum with embedded texts and tasks to prepare for necessary Regents skills.
Schedule Adjustments	N/A
Other Resources Needed	N/A

**AREA OF CONCENTRATION HIGH SCHOOL MATH**

**Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase pass rates on Algebra 1 Regents exam	ATS REDS report June 2018 & June 2019 for Algebra 1 Regents Trends: Decreases in passing rates in all focus areas (All students, ELLs, SWDs) from June 2018 to June 2019. 4.56% decrease for all students; 2.53% decrease for ELLs; 18.07% decrease for SWDs	(All students including ELLs and SWDs) many students come in overage and/or under-credited; many students enter HS with math PL below 3; (ELLs) math sequences from students' home countries are different with US expectation much higher; students enroll throughout the school year and late into the school year (March - June) and take Regents exams the same school year; many students enter with math skills below pre-algebra as determined by the placement test taken when the student enters the school; (SWDs) increased number of students requiring self-contained classes
Improve SWD's math skills.	28 of the incoming 9th graders with disabilities in the self-contained setting are arriving far below 9th grade math skill expectations.	Increasing number of SWD's who arrive from junior high school lacking the basic math foundations skills to succeed at the high school level. Increased number of SWD's entering with special class as their recommended programs.

**High School Math SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	41%	By June, 2023, High School Math for All Students will Increase 14%, from 41% to 55%, as measured by Algebra 1 Regents Exam Results.
Students with Disabilities	10%	By June, 2023, High School Math for Students with Disabilities will Increase 5%, from 10% to 15%, as measured by Algebra 1 Regents Exam Results.
English Language Learners	43%	By June, 2023, High School Math for English Language Learners will Increase 7%, from 43% to 50%, as measured by Algebra 1 Regents Exam Results.

#### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September-October 2022			
NYS Algebra 1 Regents exam	Teacher created uniform exams containing prior regents questions	MAP Growth	A 4% increase from 41% to 45% based on Department Fall midterm exams that include prior Regents questions	A 5% increase from 45% to 50% based on Department MidYear exams that include prior Regents questions from all 4 parts of the Algebra 1 exam	A 5% increase from 50% to 55% based on Algebra 1 Regents exam results
NYS Algebra 1 Regents exam	Teacher created uniform exams containing prior regents questions	MAP Growth	A 1% increase from 10% to 11% based on Department Fall midterm exams that include prior Regents questions	A 2% increase from 11% to 13% based on Department MidYear exams that include prior Regents questions from all 4 parts of the Algebra 1 exam	An 2% increase from 13% to 15% based on Algebra 1 Regents exam results
NYS Algebra 1 Regents exam	Teacher created uniform exams containing prior regents questions	MAP Growth	A 2% increase from 43% to 45% based on Department Fall midterm exams that include prior Regents questions	A 2% increase from 45% to 47% based on Department MidYear exams that include prior Regents questions from all 4 parts of the Algebra 1 exam	A 3% increase from 47% to 50% based on Algebra 1 Regents exam results

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2021	01/21/2022	Use a screener/baseline assessment to identify learning gaps in prior knowledge that need to be reviewed/retaught/addressed in daily lessons
09/09/2021	01/21/2022	Teachers will: * use formative assessment strategies to check for and address learning gaps in daily lessons * use formative assessment strategies to determine students' grasp of the new content in daily lessons * (twice each marking period) use teacher team created uniform exams comprised of prior Regents questions to assess student progress. Exams will be cumulative including current and prior topics on each exam * use online resources to supplement the content in daily lessons and provide remediation for learning gaps (i.e. EdPuzzle, Mathletics, Delta Math, Desmos, Geogebra) * meet with content teams to perform data analyses of uniform exams and support each other with strategies for assisting students with recovering the lost learning
09/09/2021	01/28/2022	AP will: * monitor/observe team meetings and provide written feedback to teacher teams regarding the depth of the conversations, data analyses/reporting, strategies to implement for improvement of student outcomes, content and focus of the created assessments * monitor content and rigor of teacher-team created assessments, provide feedback to teacher teams and give approval for administration of exams to the students * provide PL to math department teachers continuously as determined by specific needs that arise and school-wide priorities * visit classrooms and meet with teachers to provide feedback and additional professional growth support * purchase materials for online and classroom use to support teachers and students * monitor usage of resources to determine impact on the improvement of student outcomes and learning
09/20/2021	01/21/2022	Offer afterschool tutoring opportunities (in English and Spanish) to provide students with extra help in learning current content and in learning/practicing skills that account for the learning gaps AP will monitor student participation in the sessions and identify strategies teacher with higher success rate use to share and build capacity within the department
01/24/2022	01/28/2022	* administer a Mock Regents exam to students in Algebra 1 classes * Use results of the exam to identify and remediate learning gaps in preparation for June 2022 Algebra 1 Regents exam * AP will monitor teacher lessons, assessments, and action plans to determine and provide feedback on the effectiveness of the strategies teachers are using for remediation and Regents prep

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	02/28/2022	* Analyze results of January 2022 Mock Regents exam * Create an action plan for closing the learning gaps and continuing to teach new content * Begin executing the plan
02/01/2022	06/10/2022	Teachers will: * use formative assessment strategies to check for and address learning gaps in daily lessons * use formative assessment strategies to determine students' grasp of the new content in daily lessons * (twice each marking period) use teacher team created uniform exams comprised of prior Regents questions to assess student progress. Exams will be cumulative including current and prior topics on each exam * use online resources to supplement the content in daily lessons and provide remediation for learning gaps (i.e. EdPuzzle, Mathletics, Delta Math, Desmos, Geogebra) * meet with content teams to perform data analyses of uniform exams and revise strategies and plans being executed to close student learning gaps
02/01/2022	06/10/2022	AP will: * revisit & revise department goals based on Mock Regents results * monitor/observe team meetings and provide written feedback to teacher teams regarding the depth and pedagogical focus of the conversations, strategies to implement for improvement of student outcomes * monitor content and rigor of teacher-team created assessments, provide feedback to teacher teams and give approval for administration of exams to the students * provide PL to math department teachers continuously as determined by specific needs that arise and school-wide priorities * visit classrooms and meet with teachers to provide feedback and additional professional growth support * monitor usage of resources to determine impact on the improvement of student outcomes and learning * monitor teacher lessons, assessments, and action plans to determine and provide feedback on the effectiveness of the strategies teachers are using for remediation and Regents prep

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2021	06/24/2022	*use of IOClassroom to provide parents & students with progress reports and progress monitoring opportunities * use of school website and robocalls to student homes to post/inform families of information and announcements regarding contacting teachers, assessments, tutoring schedules, etc.	N/A
			N/A

Human Resources	There are 3 teachers who can teach the bilingual Spanish classes. They will be utilized to teach the classes, communicate with parents, and provide afterschool tutoring sessions.
Instructional Resources	Textbooks have been purchased to support the classes. Subscriptions to online resources have been and will be renewed. Teachers have requested an additional online resource (Delta Math) which will be purchased for usage at the beginning of SY 21-22.
Schedule Adjustments	n/a
Other Resources Needed	n/a

## **AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED**

### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Personal Attention & Support	2021-2022 School Quality Survey 52% of students say that their teachers support them when they are upset. (Q3e)	Lack of training around culturally responsive and trauma based educational practices
Safety	2021-2022 School Quality Survey 68% of students say that discipline is applied fairly in their school. (Q4k)	Student perception of bias or inequity.
Preventing Bullying	2021-2022 School Quality Survey 60% of students say that students rarely or never harrass, bully or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication). (Q8e)	Students are often unaware of the severity of cyberbullying, and get baited into online conversations

**Supportive Environment Framework (SEF) - Required SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	53	By June, 2023, practices related to Personal Attention & Support will improve 3%, from 53 to 56, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.
Safety & Restorative Approaches to Behavior	70	By June, 2023, practices related to Safety will improve 3%, from 70 to 73, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.
Physical & Mental Wellness	62	By June, 2023, practices related to Preventing Bullying will improve 3%, from 62 to 65, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.

### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 - Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Internal surveys, NYC School Survey	Q3e: 53% of students say that their teachers support them when they are upset.	53%	1% increase to 54%	2% increase to 56%	2% increase to 56%
Internal Surveys, NYC School Survey	(Q4k) students say that discipline is applied fairly in their school.	68%	1% increase to 69%	Same results from period 1	2% increase to 71%
Internal surveys, OORS data, NYC school survey	(Q8e) students say that students rarely or never harrass, bully or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).	60%	61%	Same as period 1	increase to 62%

### Action Planning - August to January

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	01/28/2023	Dean presentations in PE and Health classes. Equity team/Dean led in-house Professional Learning in CRSE (Culturally Responsive Sustaining Education including), TCIS (Therapeutic Crisis intervention Strategies). Student presentations on being supported when they are upset.
08/30/2022	01/28/2023	Equity team/Dean led in-house and centrally determined Implicit Bias Professional learning in Restorative Practice Circles with students, Professional Learning regarding dress Code and headgear intervention strategies. Townhall meeting to discuss and determine the efficacy and manner of applying the headgear code violation. Student presentations on the application of discipline.
08/30/2022	01/28/2023	Social Worker led anti-bullying and Cyber Safety presentations, Students will complete a Google form after the presentations attesting to their participation and understanding. Create and publicize a Bullying, Discrimination, and harassment reporting form.

### Action Planning - February to June

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/28/2023	Dean presentation to SLC's. Teacher led in-house Professional Learning around CRSE, TCIS, Monthly staff meeting reminders and strategies. SLC Deans complete regular check-in's with the teachers in their SLC
02/01/2023	06/28/2023	Monthly staff meeting time dedicated to updating teachers on student perceptions. Teacher led in-house and centrally provided Implicit Bias PL. SLC Deans complete regular check-in's with the teachers in their SLC
02/01/2023	06/28/2023	Monitor and respond to student Bullying, Discrimination, and harassment google form reports. SLC Deans complete regular check-in's with the students in their SLC.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/15/2022	06/29/2023	Parents Association Meeting	Combat Hate, NYPD
09/15/2022	06/28/2023	NYPD presentation to students	NYPD

Human Resources	Students, teachers, deans, social workers, counselors
Instructional Resources	CRSE, Restorative Circles, IB curricula
Schedule Adjustments	NA
Other Resources Needed	NA

**AREA OF CONCENTRATION CHRONIC ABSENTEEISM**

**Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase Attendance Rate 2%	2020 School Year Attendance Rate was 84%, Source ATS,	Pandemic caused some students to become off-track
Increase Attendance Rate for SWDs by 2%	2021 School Year Attendance Rate was 77%. Source ATS	Due to the pandemic some students sought full-time employment
Increase ELL Attendance Rate 2%	2020 School Year Attendance Rate for ELLs was 57%. Source ATS	Due to the pandemic some students sought full-time employment

**Chronic Absenteeism SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the

SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	17.8	By June, 2023, Chronic Absenteeism for All Students will Decrease 2%, from 17.8 to 15.8, as measured by ATS Attendance Report.
Students with Disabilities	26	By June, 2023, Chronic Absenteeism for Students with Disabilities will Decrease 2%, from 26% to 24%, as measured by ATS/Attendance Rate.
English Language Learners	21.53	By June, 2023, Chronic Absenteeism for English Language Learners will Decrease 2%, from 21.53 to 19.53, as measured by ATS Attendance Rate.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		11/29/21			
ATS data, teacher attendance reports	Student attendance will increase 2%. Increasing student attendance for all students will result in reducing chronic absenteeism.	22%	16.8% of students will be chronically absent	16.0% of students will be chronically absent	Currently 18% of students have been designated as chronically absent
ATS data, teacher attendance reports	Attendance for students with SWDs will increase 2%	22%	25.83% of students with disabilities will be chronically absent	25% of students with disabilities will be chronically absent	Currently 25% of students with disabilities are chronically absent
ATS data, teacher attendance reports	Student attendance for ELLs will increase 2%	22%	20.53% of ELLs will be chronically absent	20% of ELLs will be chronically absent	Currently 20% of ELLs are chronically absent

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	Increased Parent outreach (Daily) We will hold virtual parent meetings after each report card with parents. Phone calls will be made regularly when students are absent. Academically, we have six report cards. A conference is held with each student after each marking period. If a student is having difficulty, parents are contacted to attend a conference.
08/29/2022	01/31/2023	Attendance teacher visits. The attendance teacher will closely monitor student attendance through ATS reports. The data from these reports will then be used to assist students that have less than 90% attendance. The school's attendance committee works with counselors to identify students that have less than 90% attendance. Parent outreach and student conferences are then provided.
08/29/2022	01/31/2023	Meetings with counselors after each report card, ongoing.

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.



Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Increased Parent Outreach (Daily) Virtual meetings with parents after each report card and ongoing. Robo calls and personal calls will be made.
02/01/2023	06/26/2023	Attendance teacher visits. The attendance teacher will closely monitor student attendance through ATS reports. The data from these reports will then be used to assist students that have less than 90% attendance. The school's attendance committee works with counselors to identify students that have less than 90% attendance. Parent outreach and student conferences are then provided.
02/01/2023	06/26/2023	Attendance teacher visits and meetings with counselors.

### **Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/31/2022	01/31/2023	Town Hall Meetings/Parent & Student Group Meetings	Queens Community House
02/01/2023	06/27/2023	Town Hall Meetings/Parent & Student Group Meetings	Queens Community House

Human Resources	APG, Guidance Counselors, Social Workers, Principal, Parent Coordinator
Instructional Resources	Student Transcripts, Report Cards, Attendance Data
Schedule Adjustments	According to individual student needs
Other Resources Needed	NA

## **AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM**

### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Student's reading levels.	Incoming 9th graders IEP's, SESIS, 2022-2023 school year.	Students lacking reading skills in comprehension, fluency and decoding.
Student's writing levels.	In class assessments, 2022-2023 school year.	Students lacking skills in writing when entering high school. Need to improve sentence structure, grammar and punctuation.
Language acquisition for English Language Learners who have IEP's.	In class assessments, 2022-2023 school year.	Student's lacking content vocabulary, especially in core courses.

**Quality Individualized Education Program SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP

Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	54	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve All NYS regents results by Increase 3, from 54% to 57, as measured by Regents results .
SWD who are also English Language Learners (ELL)	52	By June, 2023, to strengthen the quality and implementation of IEPs for SWD who are also English Language Learners (ELL), we will improve All NYS regents results by Increase 3, from 52% to 55, as measured by Regents results .
All Students with Disabilities (SWD)	60	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Passing percentage of LOTE by Increase 3, from 60% to 63, as measured by LOTE results.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		Scholarship reports from each marking period.			
Number of Student's With Disabilities and percentage of mandates for which these students are programmed in regents bound classes.	377 of 631 students, 60% of students in regents bound classes passed the class at the midpoint, the third marking period grades.	60% of the students passed their regent bound class.	67% of students are passing their regent bound class.	72% of students are passing their regent bound class.	74% of students are passing their regent bound class.
Number of Students With Disabilities who are also English Language Learners and percentage of mandates for which these students are programmed in regent bound classes.	129 of 223 students, 58% of students in regent bound classes passed the class at the midpoint, the third making period grades.	58% of the students passed their regent bound class.	70% of the students are passing their regent bound class.	71% of the students are passing their regent bound class.	74% of the students are passing their regent bound class.
Number of Student's With Disabilities and percentage of mandates for which these students are programmed for the LOTE.	10 of 14 students, 71% of the students in their third year of a language and passed the class at the midpoint, the third marking period.	71% of the students passed their foreign language class.	73% of the students are passing their third year foreign language class.	77% of students are passing their third year foreign language class.	78% of students are passing their third year foreign language class.

**Action Planning**

**Directions:** Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/28/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Monitor student placement and place students in LRE where possible.
09/08/2022	06/28/2023	Develop appropriately rigorous standards-aligned annual goals	Check SESIS to determine if goals are aligned.
09/08/2022	06/28/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Determine that students have access to GE curriculum and monitor the student's progress based on the student's classification.
09/08/2022	06/28/2023	Ensure that programs and services mandated on each student's IEP are delivered	Monitor SESIS/STARS report.
09/08/2022	06/28/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Transition Coordinator will ensure transition and post-secondary goals are aligned to students' needs and goals.
09/08/2022	06/28/2023	Conduct IEP meetings within specified compliance dates	Schedule all IEP meetings prior to due date.
09/08/2022	06/28/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Open all initial cases in a timely manner and discuss progress of test completion with SA Team.

#### **Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/28/2023	Invite all parents and students to IEP conferences and build a bond of working together.	N/A
09/08/2022	06/28/2023	Make connections with different professionals that interest student's with disabilities based on their vocational assessment. Have students shadow or have personnel come speak to the students (job fair).	N/A

Human Resources	Programmer; AP ISS; SIT members, Teachers and ISS staff.
Instructional Resources	Curricula in all subject areas.
Schedule Adjustments	Based on student by student basis, based on their needed requirements to graduate.
Other Resources Needed	N/A

## **AREA OF CONCENTRATION GRADUATION RATE**

#### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase Graduation Rate 2%	2021 Graduation Rate was 68%. Source ATS, Skedula	Pandemic caused some students to become off-track

**Graduation Rate SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	73	By June, 2023, Graduation Rate for All Students will Increase 2%, from 73 to 75, as measured by Student academic transcripts and report cards.
Students with Disabilities	60	By June, 2023, Graduation Rate for Students with Disabilities will Increase 3%, from 60% to 63%, as measured by Student academic transcripts and report cards.
English Language Learners	59.6	By June, 2023, Graduation Rate for English Language Learners will Increase A 2% Graduation Rate for ELLs is expected%, from 59.6 to 61.6%, as measured by Student academic transcripts and report cards .

#### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2023			
We will monitor report grades, student transcript updates and ATS attendance reports.	Marking period report grades.	62% of students passed a regent bound class at this point last school year.	67% is target for Graduation Rate at this point of the school year.	70% is the target for Graduation Rate at this point of the school year	The progress target is 75%
Report cards, student academic transcripts, ATS attendance reports	Student academic achievement each marking period	60% of students passed a regents course at this point last year	62% of students passed a regent bound class at this point last school year.	62% of students passed a regent bound class as of this writing	62% of students passed a regent bound class as of this writing
Report cards, student academic transcripts, ATS attendance reports	Student academic achievement each marking period	58% of students passed a regents course at this point last year	60% of students passed a regent bound class at this point last school year.	60% of students passed a regent bound course as of this writing	As of this writing 60% of students passed a regents bound course last year.

#### Action Planning - August to January

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	01/31/2023	Monitoring student report cards, regents results and updated transcripts. By December 9, potential June grades that receive at least one NX grade, will be contacted.
08/31/2022	01/31/2023	Virtual counselor meetings both individually and small group counseling sessions
08/31/2022	01/31/2023	Counselor outreach to parents of students at-risk of not graduating in June 2022

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Monitoring student report cards, regents results and updated transcripts. After the fourth and fifth report cards we will contact students and parents.
02/01/2023	06/27/2023	Virtual counselor meetings both individually and small group counseling sessions, ongoing throughout the year.
02/01/2023	06/27/2023	Counselor outreach to parents of students at-risk of not graduating in June 2022. Contacts will be made after the third, fourth and fifth report cards.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/31/2022	01/31/2023	Town Hall Meetings/Parent student group meetings	Queens Community House
02/01/2023	06/27/2023	Town Hall Meetings/Parent student group meetings	Queens Community House

Human Resources	Counselors, APG, Principal, Social Workers, Parent Coordinator
Instructional Resources	Constant monitoring of individual student programs and transcripts
Schedule Adjustments	Student schedules will be done according student requirements for graduation
Other Resources Needed	NA

**AREA OF CONCENTRATION COLLEGE, CAREER & CIVIC READINESS (CCCR)**

**Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve essay writing.	Teacher created essays for preparation of AP exams and regents results involving essay writing.	Student's lacking the writing skills to complete a five paragraph essay.
Improve reading comprehension skills along with fluency and decoding.	Assessments for reading, San Diego assessment.	Student's lacking the comprehension levels.

**College, Career & Civic Readiness (CCCR) SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	79%	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 6%, from 79% to 85%, as measured by School Quality Snapshot.
Students with Disabilities	30	By June, 2023, College, Career & Civic Readiness (CCCR) for Students with Disabilities will Increase 2%, from 30% to 32%, as measured by Regents results.
English Language Learners (ELL)	13.79%	By June, 2023, College, Career & Civic Readiness (CCCR) for English Language Learners (ELL) will Increase 3%, from 13.79% to 17%, as measured by STARS.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
Performance on the Regents Algebra 2 Trigonometry and the ELA Regents Examination by the 11th Grade.	A College Ready Score of 80% or better on the Algebra 2 Trig Math Regents Exam, 80% or better in Geometry and a 80% or better on the ELA Regents Examination by the 11th Grade.	Department created Mid Year Assessments (Mock Regents) using past Regents questions.	Department Assessments (English and Math) for Marking Periods one and two.	Department Assessments (English and Math) for marking period three and four.	Department Assessments (English and Math) for marking period five and six.
The Regents Examination in Math and ELA	The number of students in Regents bound Classes who passed the Class by the end of the third Marking Period.	32% of the students passed their Regents Bound Classes.	The target is to increase this number to 65%	The target is to increase this number to 70%	The target is to increase this number to 80%
Regents ELA, Math, AP Classes and College Now Classes	Passing percentage of English Language Learners who take the ELA, Math, College Now Classes and AP Classes	The ENL and Math Departments will administer a Mock Regents which will mimic the Regents Exams.	Teacher created assessments targeting the skills required for the Regents Examination	January Regents	June Regents

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2021	01/30/2020	College and Career Bound Courses will provide baseline assessments and in order to plan next steps, the results will be analyzed. Provide students with individualized progress reports; Schedule interviews with the Guidance Counselors and the Collège Advisor and administer Student Surveys. The Collège Advisor - Mr Canela will utilize Skedula Mail to remind students and parents of deadlines and make them aware of Scholarships that are available. The interviews will be done in December and again in April.
09/16/2020	01/30/2020	These results are analyzed in teacher teams and department meetings where next steps are planned.
09/16/2020	01/30/2020	Teachers use a variety of tools, programs, applications - such as Pear Deck, Ed Puzzle, Mathletics etc to engage students and address their academic needs.

#### Action Planning - February to June

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/02/2022	06/14/2022	Math and ELA departments will continue to provide mock Regents exams to ensure that students are getting the requisite skills that are needed to demonstrate mastery on the Regents exams.
02/02/2022	06/14/2022	Teacher teams will continue to analyze the results of these mock exams where further next steps are planned taking into consideration skills that must be acquire to take these exams. Emphasis will be place on test taken strategies.
02/02/2022	06/14/2022	Teachers will continue to use a variety of tools, programs and applications such as Pear Deck, Edpuzzle, Mathletics, etc. to engage students and address their academic needs particularly in this remote learning environment.

#### Family and Community Engagement

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
03/02/2022	03/02/2022	AP Family Night	NA
09/20/2021	11/05/2021	1:1 College Meetings with students and parents/guardians	

Human Resources	AP teachers, Guidance Counselors and AP Coordinator
Instructional Resources	College Board class information
Schedule Adjustments	NA
Other Resources Needed	NA

## SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

### Academic Support

**NYCDOE Multi-Tiered Systems of Support (MTSS)** align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student

needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Support in AP classes for Gen Ed and ISS before and after school intervention is offered (Tier 2)	Teacher discretion based on student academic performance	Tutoring	One on one, group tutoring is offered.	Service is offered both before and after school.	Yes, if needed
Support for students with failing grades intervention is increased both in frequency and intensity. (Tier 3)	Students receiving a failing grade grade for previous marking period	Parent/Student outreach tutoring.	One on one group tutoring is offered regularly in addition to more frequent parent/student outreach.	Service is offered before, during and after school.	Yes, if needed.
College Access for All as indicated in Tier 1 the goal of a student attending college is closely monitored every 2-4 weeks. (Tier 2)	All students in grades 9-12 receive information regarding the college process throughout the school year.	Parent/Student outreach	Small group, one on one and remote meetings via Zoom are offered.	Service is offered before, during and after school.	Yes, if needed.

## **Student Social/Emotional Support**

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Supporting students in crisis counseling either in school or through an outside service is implemented (Tier 3)	Student exhibits the need for assistance during a crisis.	Counseling	One on one counseling offered (counselor, social worker, school psychologist).	Service may be provided before, during or after school.	Yes, if needed.
Provide students that exhibited less than positive behaviors with positive reinforcement in small group settings or individually.	Students engaging in disruptive behavior	Counseling	One on one counseling offered (counselor, social worker, school psychologist).	Service may be provided before, during or after school.	Yes, if needed.

## **Students in Temporary Housing (STH) Support**

As included in your school's 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). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.



<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>As of the 2022-2023 school year there are currently 16 students in temporary housing.</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Newtown High School provides students in temporary housing with the following: clothing, school supplies, toiletries, metro cards, free breakfast, lunch and dinner.</p>
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## SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

### Parent and Family Engagement Policy

**Directions:** The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement 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 Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

<b>Parent and Family Engagement Policy</b>
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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 (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

<b>Support for Parents and Family Members of Title I Students</b>
<p>Newtown High School will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</p>

### Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;
- engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

### Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting Family events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

Newtown High School, in compliance with the Section 1116 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 CurriculumI. 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;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

### 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;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents and family members;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement 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 Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

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

## APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

### LANGUAGE ALLOCATION POLICY OUTLINE

#### Language Allocation Policy Outline

##### 2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of

MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs and LAP InfoHub**.

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## PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

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### A. School Information

District:	24
Borough:	Queens
School Number:	455

### B. Language Allocation Policy Team Composition

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.

Member Title	Name
Principal	John Ficalora
Assistant Principal	Charlene Nieves
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Shara Berkowitz
School Counselor	
Teacher/Subject Area- ELA	Kathya Haggerty
Teacher/Subject Area- NLA	Alexandra Martinez
Parent	
Parent Coordinator	
Related-Service Provider	

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## C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

### 1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	8
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	5
Number of ESOL certified teachers with a bilingual extension:	0

### 2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	3
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

### 3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7-12]:	8
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## D. Student Demographics

Total number of students at your school (excluding pre-K):	1624
Total number of current ELLs at your school:	434
Total percentage (%) of current ELLs at your school:	27%
Total number of former ELLs at your school:	74
Total percentage (%) of former ELLs at your school:	5%

## PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

▪ **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	TBE	Spanish	1975										11	9	4	49	73
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 11	total: 9	total: 4	total: 49	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	Yes
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### PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner’s Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 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], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>All MLLs /ELLs receive instruction in English regardless of whether they follow Freestanding ENL or TBE. New York State Commissioner's Regulations Part 154 determines how many units of ENL instruction each student should receive according to his/her proficiency level from the NYSESLAT score or according to the NYSITELL score. Entering - Stand Alone: Entering MLLs/ ELLs receive 540 minutes per week according to the CR-Part 154 and are blocked based on their NYSESLAT/NYSITELL score. These MLLs/ ELLs are in a double period ENL class taught by an ENL teacher. Emerging - Stand Alone: Emerging MLLs/ ELLs receive one period of stand alone ENL and one period of ELA/ ENL taught by a dual licensed teacher. Students are grouped together.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated Entering : 1. Entering MLLs/ ELLs receive 540 minutes per week according to the CR-Part 154 and are blocked based on their NYSESLAT score. The Integrated English as a New Language classes are taught by a dual licensed ELA/ENL teacher. If a dual certified teacher is not available based on programming, the school will then have a co - teaching model where there is an ELA and an ENL teacher will simultaneously teach the class. For each level of ENL, students are grouped together . 2. Emerging MLLs/ ELLs receive one period of stand alone ENL and one period of ELA/ ENL taught by a dual licensed teacher. If a dual certified teacher is not available based on programming, the school will then have a co - teaching model where there is an ELA and an ENL teacher will simultaneously teach the class. For each level of ENL , students are grouped together 3. Transitioning ELLs/ MLLs receive one period of integrated ELA instruction taught by an ELA teacher and/or dual certified ENL/ELA teacher. For each level of ENL, students are grouped together. 4. Expanding and Commanding ELLs/MLLs receive instruction by a dual certified ENL/ ELA teacher and/or ELA teacher . For Expanding and Commanding students, They are grouped together and in blocked classes. 5. 12th graders who have various NYSESLAT levels have one period of ELA taught by a dual certified teachers culminating in the ELA Regents.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>■ Transitional Bilingual Education (TBE) program</li> <li>■ Dual Language (DL) program</li> </ul>	<p>All Bilingual ELLs/ MLLs receive instruction in English and in Spanish. The Transitional Bilingual Education ( TBE ) New York State Commissioner's Regulations Part 154 determines how many units of TBE instruction each student should receive according to his/her proficiency level from the NYSESLAT score or according to the NYSITELL score. ENL Entering MLLs/ ELLs receive 540 minutes per week according to the CR-Part 154 and are blocked based on their NYSESLAT score. These MLLs/ ELLs are in a double period ENL class taught by an ENL teacher. Emerging MLLs/ ELLs receive one period of stand alone ENL and one period of ELA/ ENL taught by a dual licensed teacher. Students are grouped together. ELA Entering MLLs/ ELLs receive 540 minutes per week according to the CR-Part 154 and are blocked based on their NYSESLAT score. The Integrated English as a New Language is taught by a dual licensed ELA/ENL teacher. Students travel together during this class. Emerging MLLs/ ELLs receive one period of stand alone ENL and one period of ELA/ ENL taught by a dual licensed teacher. If a dual certified teacher is not available based on programming, the school will then have a co - teaching model where there is an ELA and an ENL teacher will simultaneously teach the class. Students are grouped together. Transitioning ELLs/ MLLs receive one period of integrated ELA instruction taught by an ELA teacher and/or and dual-certified ENL/ELA teacher. Students travel together during this class. Expanding and Commanding ELLs/MLLs receive instruction by a dual certified ENL/ ELA teacher and/or ELA teacher. Students are blocked in this class. TBE students received the required number of classes to fulfill the CR PART 154. For example, MLLs received U.S , Global and Science in their home language as well as Math.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>Newtown's Spanish TBE classes include Global Studies, U.S. History, Algebra, Living Environment, Earth Science, Algebra. Entering and Emerging students take a minimum of 2 TBE classes and Transitioning and Expanding students take a minimum of 1 TBE class. All classes are taught by certified bilingual content area teachers and/or with a bilingual extension. Every Spanish speaking ELL also takes one period of Home Language Arts taught by a certified Language Other Than English teacher. ENL and TBE are provided with support in the ENL/ELA classroom. All ENL classes are scheduled using STARS.</p>
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3. For schools with Dual Language programs:	
Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	N/A
In which language(s) is each core content area taught?	N/A
How is instruction designed to include both languages?	N/A
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	N/A

4. For schools with Transitional Bilingual Education programs:	
Which core content areas are taught bilingually?	Newtown's Spanish TBE classes include Global Studies, U.S. History, Algebra, Living Environment , Earth Science , Algebra, Geometry. Entering and Emerging students take a minimum of 2 TBE classes and Transitioning and Expanding students take a minimum of 1 TBE class. All classes are taught by certified bilingual content area teachers with a bilingual extension. Every Spanish speaking ELL also takes one period of Home Language Arts taught by a certified Language Other Than English teacher. ENL and TBE are provided with support in the ENL/ELA classroom. All ENL classes are scheduled using STARS.
How is the students' home language integrated into instruction?	Students' home language is integrated into instruction based on their stages of language development. As the students develop fluency in English, instructional time in English increases. Depending on the level and students capabilities in English instructional time can differ throughout the year. In the Entering stages of English language development, 75% of instructional time will take place in the student's home language and 25 percent in English. Emerging ELLs/MLLs, the ratio is 40% of the instructional time is in English and 60 % Home Language. For Transitioning students , the ratio is 50/50 . Expanding students the ratio is 75 % English and 25 % home language. For newly arrival students, teachers grouped them with the same language students to assist in content knowledge. Teachers also use home language supports such as Google Translate and immersive reader to help with documents. Newtown High School assures students' understanding based on levels of English. The goal is to scaffold instruction and infuse strategies into content instruction so that students can receive content credit while simultaneously developing English skills and instructional time to make the content comprehensible. In our ENL content classes the use of students' home language is used to make content comprehensible throughout the school year.

## PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.



<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>The composition of Newtown High School consist of the following : Newtown’s composition of ELL subgroups are : Newcomers Developing Long Terms ELLs with IEPs SIFE Former ELLs According to the EDAT, the percentage of Newcomers is 60%. 9% of those Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE). Newcomers receive instruction during the school day based on their NYSITELL/ NYSESLAT scores. Newcomers also participate in after school tutoring . During these classes, scaffolding strategies are utilized in ENL and content area instruction. Strategies include tiered assignments, use of technology in the classroom, use of online resources such as Achieve 3000 and/or Newsela. There are leveled texts, use of bilingual dictionaries and visuals in the classrooms. Newcomer SIFE students who have been tested using the MLS and have low literacy are integrated in Entering and/or Emerging ELL classes. The ENL/ELA teacher addressed needs of these children by using "Bridges to Academic Success" in the classroom. The teacher is trained and ready to address the needs of our SIFE population while simultaneously differentiated to assist our Entering / Emerging ELLs. . There is also a small team of ENL, Bilingual content teachers and counselors who work collaboratively to implement a cohesive interdisciplinary curricula adapted to the needs of SIFE students. The ENL and ELA teachers are trained using the “Bridges” Curriculum and turn key all strategies to content .area teachers SIFE students have a double period class and a single ELA that concentrates solely on using ELA Part 1 and Part 2. The Bridges program provides academic preparation and low levels of home language literacy and prepares SIFE students with foundational language and literacy skills and background content knowledge they will need to succeed. Teachers who have students with interrupted education differentiate in class accordingly. Such strategies include use of visuals, graphic organizers and read alouds, peer mentoring in groups, and monthly assessments to monitor the acquisition of academic language. Teachers provide materials in students home language to supplement the weekly topics covered in class. Tutoring will be available 2 times a week before school and once a week after school for homework help and practice in reading and writing English. Teachers reach out to students' guardians encouraging them to attend.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>The percentage of Long -Terms ELLs (LTELLS) is 25.9% . Our LTELLs plan is to provide students with tools to gain fluency and academic proficiency. Students are held accountable to the same standards as mainstreamed students. According to the April EDAT 2022 and NYSESLAT, students scored low in reading and writing. About 30 students of LTELLs have an IEP. The other 30 or so students cored low in reading , writing and speaking. Students a are deficient in these area are provided appropriate support. Newtown services included the use of Achieve 3000 during and after school. Achieve 3000 is used to address unfinished learning and provide Newtown students with non- fiction reading content based on their Lexile level. During classes , teachers also have individual small group tutoring and conferences with students regularly . Teachers also provide authentic listening and reading materials such as online newspapers, magazines on current issues. Students are guided to use academic language in highly effective classroom discussions and in their writing. Students are encouraged to take the opportunity to pass the NYSESLAT in the Spring. They are prepared with examples and are taught the skills of the NYSESLAT. Most LTELLs students are programmed in an extra ENL / SS class where they receive extra support in order for them to progress in the NYSESLAT. For our Developing ELLs, the plan is to provide specific support in the areas where they need the most help based on NYSESLAT and Regents. ENL and ELA teachers. The curriculum is designed to provide students with the academic skills needed to succeed in all these areas in language that are appropriate to their current language proficiency. Our current unit plans are aligned to the Next Generation Standards and include grade level text for our Developing ELLs. The plans are also supplement with NEWSELA and Common Lit. Our focus is to infused all modalities in everyday instruction.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Our Former ELL population is 2.1%. Our Former ELLs services are as follows: To provide them with all mandated services, including time extension on exams and the use of bilingual dictionaries and/or glossaries in their classes and on state exams. Tutoring is also provided to ensure they are given the support needed to pass their classes. In addition, former ELLs who only need a few credits are given the opportunity to attend extended day classes to fulfill graduation requirements. The students continue to receive support after exiting the ELL program. A dual certified ENL/ELA teacher provides support in English class every day for 45 minutes.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>According the the April 2022 EDAT , the first data point that is interesting is 28% of our MLL/ELLs were born in the United States and the majority of of the students score at the Expanding level. 75 students of these students at a percentage of 42%. . A continued trend from year to year is students took the NYSESLAT in 2021 score increasing better in Speaking then in other modalities and score low in writing across grade levels.</p>
<p>3. What is the relationship between students’ performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, the Regents exams?</p>	<p>According the the Spring 2021 NYSESLAT and Spring 2021 ELA, ELL students who were scheduled to take the ELA Regents received a waiver. According to NYSESLAT level most of our ELL students were Expanding. Regents 2019: MLLs/ELLs attained proficiency in the NYSESLAT but ELA levels are 1 or 2. It is the same is for the ELA regents where Commanding students passed with 65 or higher. According the the Spring 2019 NYSESLAT and 2019 Math 3-8. 9th graders and the Expanding and Commanding levels are at Math level 1 and 2 with not one student scoring a 3 or a 4.</p>

<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>The two trends in particular that may contribute to the at-risk levels of ELLs at our school. There are two trends that stand in our Early warning systems that can be seen in the April EDAT. The first trend 40% of our students are at a level 2. As a school, we need to provide after school or Saturday support for these students before their indicators escalate. Secondly, we have the most over age students who are under credited with 74%. These students may feel discourage and it many lead to lower student achievement. Most of these students register when they are older have have less time to complete their required work via credits and/or regents. These areas can attribute to their attendance. They will feel discourage and may attend school less frequently and negatively influence their achievement.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>According to the April 2022 EDAT, Newtown's largest population is Spanish with 378 students across grade levels. Newtown utilizes the parent coordinator , Spanish speaking teachers and all information disseminated in their home language. Our second population is Bengali with a total of 26 students. Newtown used the translation unit and Bengali speaking teachers to disseminate information to parents. The school also used the translation feature in Microsoft Word to send letters home to parents.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>In an effort to continue to build relationships with students, teachers and key stakeholders. Newtown's community identifies with each other based on a common set of traditions society and culture. The parents of these students were born outside the United States. The school will continue to engage in the work of CR-SE and ensure that MLs/ELLs are challenged to learn at high levels. The team created this goal based on a needs survey from the staff. It was decided to ensure the entire population in the school, especially the MLs/ELLs were included. The following information was shared with teachers during our Professional Learning. 1. Activate students’ prior knowledge. Students are not blank slates, students enter the classroom with diverse experiences. Teachers should encourage students to draw on their prior knowledge in order to contribute to group discussions, which provides an anchor to learning. 2. Make learning contextual. Tie lessons from the curriculum to the students’ social communities to make it more contextual and relevant. 3.Revamp the classroom environment- Take inventory of the books in your classroom library: Make sure books include authors of diverse races. Take into account the displays in the classroom and/or bulletin boards that all ethnicities are being accounted for . 4. Try to build relationships with students . Not all students want to learn from all teachers because the teachers may not make them feel like they’re valued . Students should feel respected and valued.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>According to the EDAT, most of our Students with Disability- ELLs (SWDS-ELLs)are at the Expanding level. These students are typically our Long Term ELLs and this is due to their disability . These students score low on reading and writing and high levels in speaking. SWDs- ELLs students will continue to develop their reading and writing skills. There has been an increased in writing from previous years and reading continues to need improvement . The school has implemented instructional strategies and materials to provide access to academic content areas and accelerated English language development to our SWDs-ELLs in writing and reading. Newtown will continue to provide writing classes for these students in the hopes they will exit out of ELL status. According to the EDAT , SIFE students are at the beginning levels of the NYSESLAT . Most of our SIFE students are Emerging . If our SIFE students enter during the start of the school year and engage in "Bridges" then they will score at the Emerging level at the end of the school year.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>Newtown Instructional Leadership Team created a focus aligned to Priority 3. Our goal was as follows: The priority-Focus for Newtown High School will be to deliver professional learning to teachers around effective use of entry points, scaffolds and higher order discussion to enhance instruction. The team came up with using our instructional focus to support ELLS and ISS students. Here is our Problem of Practice: How can we utilize our Instructional Focus (entry points, scaffold, HOT Questions) to support our ELLs and ISS students to improve performance? We will measure progress by showing all teachers include these in all lessons by reviewing lesson plans and by informal and formal feedback to teachers.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>ELL instruction in the content areas using the Sheltered Instruction Observation Protocol. The SIOP Model emphasizes the importance of language development across the curriculum, as well as providing ample opportunity for students to practice reading, writing, speaking, and listening skills . Teachers will continue to provide grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency in order to ensure equity and academic growth for ELL students. ELL Content and Home Language teachers use scaffolding techniques to make content more comprehensible to enrich language development. The SIOP Model will guide programmatic and curricular decisions for ELLs until they acquire proficiency. These strategies will be implemented to ensure uniformity as well as consistency in the delivery of instruction to ELLs. Every program model follows a curriculum that specifically addresses the Next Generation Learning Standards (NGLS). Unit maps and pacing calendars outline specific tasks, strategies, and projects that are aligned to the NGLS. In order for each MLs/ELLs to meet the high standards set for all students. Freestanding ENL Content Area teachers use dictionaries and online tools to ensure students are developing their vocabulary. Teachers also pair students by language or according to their NYSESLAT results. Students are grouped heterogeneously so that their peers can help each other. Content teachers meet the demands of the NGLS by asking text based questions where students provide evidence.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Creating a positive learning environment is important for supporting the growth of all students. Newtown's MLs/ELLs teachers' try to establish a sense of community in their classrooms to assist in English and in academic content development. These structures such as routines, procedures, and expectations that are established at the start of the year create a classroom of high expectations and supportive environment. This helps foster feelings of safety and comfort, and orient students into high school . Here are a few examples: 1. Post the daily agenda and make changes based on formative assessment. 2. Give students adequate processing time. 3. Use students home language as a support. For example, grouping 4. Read aloud and repeat questions 5. Give them academic vocabulary before hand and Printed hand out of glossary 6. Extensive use of visual and verbal cues 7. Speak clear and in a concise manner. 8. Allow student to seek clarification. Teachers of MLs/ ELLs use Content and Language Objectives to frame your lesson as well as providing sentence frames where needed based on assessment. During the lessons, teacher ask probing questions to promote social and academic disclosure . Activities are designed to include participation form all levels of proficiency . In core content area for our sub groups, teachers provide access to by aligning lessons to Next Generation Standards. According to students IEP, teachers provide scaffolding support as well as adapting materials for all our sub groups .</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>MLs/ELLs with IEP's have the curriculum modified and their accommodations implemented for tests, quizzes, and classwork. The SWD's are placed in a least restrictive environment where they can succeed academically, behaviorally or socially. ELL SWDs are enrolled in ICT classes. This ensure language and content instruction are delivered according to ISS mandates and language proficiency levels. In addition, teachers provide adapted materials and scaffolds in order to ensure students can attain their IEPs goals.</p>

## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>This past school year, the school took part in the NYCDOE MAP Growth screener . Teachers use the screener results to gauge students skills for Math and English. The screener identify areas of strength and develop common strategies to address weaknesses in varied skills . During the mid - year, assessments are given a second time and at the end of the year. Throughout the course of the year, teachers use the data to make changes in order to guide their instruction. Using the data, teachers make the necessary curriculum changes in order to guide their planning.</p>
<p>2. For all grades, 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.</p>	<p>ELLs targeted for intervention hopefully will attend before/after school and during the Saturday Academy for all subgroups (SIFE, ELLs-SWDs, LT ELLs.etc.) in ELA, Math, Global, U.S. History, Living Environment, Earth Science, and Chemistry. Glossaries and bilingual dictionaries are available during these sessions. ENL /ELA teacher utilizes Achieve 3000 for SWDs ELLs, Long Term ELLs, and ELLs taking the Regents. In addition, using the EDAT the Content Area ELL / Bilingual teachers will identify struggling students and created action plans to address their individual needs. Content area teachers provide small group instruction , use graphic organizers and teacher direct vocabulary instruction to these struggling students. These students will have mentors who will meet with them regularly and assist them with all their problem areas. EWI (Early Warning Intervention) has been implemented weekly to identify students at risk of failing different classes. Teachers will follow up in each case immediately to assist these students and get them back on track.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rti and AIS) section and Rti Guide for Teachers of ELLs.</p>	<p>N/A</p>

<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Newtown High School administers the NYSITELL and Spanish LAB-R to incoming students who are new or re-entry to the New York City School System. Through our oral interview, a decision is made to have students take the MLS in order to designate as SIFE. During the first week of school, the ENL department administers the MAP Growth and Level Test from Achieve 3000 at which time teachers examine the data. The department uses the data to measure students' reading levels. Using the data, teachers make the necessary curriculum changes in order to guide their planning. The ENL department also examines previous NYSITELL, Spanish LAB, NYSESLAT, ELA, and English Regents scores during team meetings. We use several forms of assessment data to guide our instructional planning for ELLs. The data we use has two purposes: 1) to increase student achievement 2) to prepare students for college and career readiness. This is evidenced through work in department teams. Alignment of assessments to curricula occurs when the team provides feedback on curriculum to ensure assessments are aligned to the Next Generation Standards and Advanced Literacy. Using assessment data to adjust curricula and instruction Teacher Teams focus around in-class department uniform assessment analysis, teacher team created assessments, and Regents /NYSESLAT data to identify areas of strength and develop common strategies to address weaknesses. Teams collaborate to create curricula and assessments across courses. In addition, teams examine student work in order to create a more in-depth, cohesive action plan. All assessment data including writing assessments for MLs/ELLs will be used to determine appropriate strategies as a next step for students. The ENL department uses a variety of assessment techniques such as : Flash whiteboards, traffic light cups and cards, exit slips and student self-assessment. In addition, to building teachers' rituals to include these strategies, we're deepening our use to inform the next day's instruction.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Diagnostic assessments for Native Language include the Spanish Lab for Home Language programs, we have bilingual teachers who perform oral and written assessments. Home Language teacher test students using Independent Reading Level Assessment Framework (ENIL) . This assessment gives an accurate reading level for each student in their home language. Students speaking other languages are evaluated by NY State teachers who are certified in TESOL .</p>
<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>We have a great deal of summative, standardized-test-data with which to evaluate the success of our ENL program. We specifically look for movement on the NYSESLAT from Entering through Commanding. Our majority of MLs/ELLs score at the Expanding level. There are 222 of MLs/ELLs according to our ELL Data May proficiency Level. A trend from year to year shows students performing at high levels in speaking and continue to have difficulties in writing. There is a need to improve our preparation of MLLs for the Regents exams required for graduation: ELA, Algebra, Global History, US History, and Living Environment. Because these exams have high literacy demands, these results align with the NYSESLAT data which shows that our students need to continue to develop their Academic Language and writing skills . Instructional strategies and materials provide access to academic content areas and accelerated English language development to MLLs. Content area teachers are provided with grade level appropriate supports such as content materials written specifically for MLLs. Majority of Newtown's students scored Expanding at the 51%. 1.4% of our MLs/ELLs exited out of the NYSESLAT in the SY 2021-2022 . There has been some improvement in the percentage of MLs/ELLs passing other content area classes and Regents exams. Newtown High School will engage in several progress-monitoring cycles to make sure students needs are being met. Each department administers periodic assessments three times during the school year. Data from these assessments are examined through the lens of student work to make adjustments in instruction. Uniform summative exams are given every marking period and analyzed in order for modifications to be made to curriculum.</p>

<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>Newtown will administer the NYSESLAT in ENL classes during the school day. All ENL teachers will administer and score the assessment. Students will be tested during one ENL period a day and continue to receive services during their other ENL periods. Former ELLs will not be affected, as their classes will resume as usual.</p>
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## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>MLs/ELLs with IEP's have access to and engage in grade level content in all subject areas. SWD- ELLs are enrolled in ICT classes where they are provided with curriculum modified and their accommodations implemented for tests, quizzes, and classwork. The SWD's are placed in the LRE where they can succeed academically, behaviorally or socially. ELL SWDs are enrolled in ICT classes. This ensure language and content instruction are delivered according to ISS mandates and language proficiency levels. In addition, teachers provide adapted materials and scaffolds in order to ensure students can attain their IEPs goals.</p>
<p>b. SIFE</p>	<p>Newtown High School includes SIFE students in our ELA/ENL classes . These students tested having low literacy based on the MLS. Teachers work collaboratively with ENL instructors to implement a cohesive interdisciplinary curricula adapted to the needs of SIFE students. The ENL and ELA teachers are trained using the "Bridges" Curriculum and turn key all strategies to content area teachers. Bridges provides academic preparation and low levels of home language literacy and prepares SIFE students with foundational language and literacy skills and background content knowledge they will need to succeed. The ENL teacher teams meets weekly to discuss progress, look at student work, and plan lessons. Teachers who have students with interrupted education differentiate in class accordingly. Such strategies include use of visuals, graphic organizers and read alouds, peer mentoring in groups, and monthly assessments to monitor the acquisition of academic language SIFE -ELLs are enrolled in various subject classes and teacher provide these students with modification and scaffolds to access grade level text. Tutoring will be available 2 times a week before school and once a week after school for homework help and practice in reading and writing English. Teachers send a letter home encouraging these students to attend and provide materials to supplement the weekly topics covered in class.</p>

c. Newcomer	<p>The learning environment for ELLs in school less than three years ensures that the materials are relevant. Graphic organizers are used to advance their writing. Curriculum planning immerse students in language activities that incorporate Advanced Literacy on a daily basis. Academic language is used to help students prepare for Regents exams. Units that include CRSE and SEL are included in the curriculum. Weaker students are assigned buddies to facilitate their learning and increase their self-confidence and comfort level. Computers, dictionaries in native languages, word walls that foster word recognition are accessible in the classroom. Additionally, assessment results are analyzed to determine student strengths and weaknesses in order to design support based areas of need. In Science, the students are held to the same standards and take the same final examination (Regents). What makes the difference is the instructional supports that the ELLs receive so that they can achieve academically as well as master the second language. In past years, our new students were exposed to year one of the two year Living Environment Course. Here the focus was utilizing scaffolds to improve language proficiency. Students were given basic non- science vocabulary words such as – acquire, benefit, deplete, engulf, function, inhabit, malfunction, thrive, unstable to name a few. Students are taught to listen, speak, read and write – they do so in their own language. The teacher communicates with 70% of their home language and 30% English. Emphasis is placed on basic sentence pattern – not high complexity here and lots of visuals alongside the vocabulary. There is heavy emphasis on pronunciation, vocabulary and grammar within the content. In Math , students are grouped in the same home language. If possible, placed in a class with a teacher that speaks the student’s home language. Worksheets, exams, textbooks (where available) are provided in Spanish translations. The use of glossaries and translation dictionaries for use during class, on class exams and Regents exams and extended time (x1.5) provided to students for class exams and Regents, as needed. · English translations of key content vocabulary is taught in lessons · Word walls with examples of terms · Graphic organizers utilized for teaching vocabulary and content, as applicable · Scaffolding during lessons, content is revisited often · Basic skills/prior knowledge explicitly taught before engaging into main lesson objectives 2 year Algebra 1 sequence for Spanish speaking students in years 0-7 whose math skills are not at the expected level when they enter the school.</p>
d. Developing	<p>For ELLs receiving service 4 to 6 years, more writing, advanced reading, and oral presentation projects to improve speaking skills are integrated into the curriculum. Based on IO data, results from previous grades are considered and collaborative groupings are varied to address the diversity of learning styles, cultural backgrounds, CRSE, and educational experiences. Tutoring during lunch periods and Saturdays is also available and encouraged. Computers, dictionaries in native languages, word walls, and reference encyclopedias are accessible in the classroom. At this stage, the teacher uses more English when speaking to the students. There is far more emphasis on using illustrations from the text, short videos, models and diagrams, manipulatives, models, diagrams and graphs. There is continued emphasis on vocabulary, grammar – involving word sentence structure and writing. Language and content objectives are emphasized. Students are now able to express what they heard from listening, from reading and from sharing in their groups. There is continued use of visuals with ELLS – this helps them to make connections easily. Their exams are given in their native language. Vocabulary is more advanced and there is complexity with sentence structure. Grouping with students who speak the same language · Worksheets, exams, textbooks (where available) are provided in Spanish translations · Use of glossaries and translation dictionaries for use during class, on class exams and Regents exams · Extended time (x1.5) provided to students for class exams and Regents, as needed · English translations of key content vocabulary is taught in lessons · Word walls with examples of terms · Graphic organizers utilized for teaching vocabulary and content, as applicable · Scaffolding during lessons, content is revisited often 2 year Algebra 1 sequence for Spanish speaking students in years 0-7 whose math skills are not at the expected level when they enter the school.</p>
e. Long Term	<p>The plan for Long term ELLs is provide students with tools to gain fluency and academic proficiency. Students are held accountable to the same standards as mainstreamed students. However, first we need to assess in which areas students are deficient in order to provide appropriate support. Teachers provide authentic listening and reading materials such as newspapers, magazines, and radio programs on current issues. Students are guided to use academic language in highly effective classroom discussions and in their writing. Students are encouraged to take the opportunity to pass the NYSESLAT each May. They are prepared with exemplars and are taught the skills of the NYSESLAT. LTELLs students are programmed in an extra ENL / SS class where they receive extra support in order for them to progress in the NYSESLAT. The curriculum for Long-Term ELLs provides for the teaching of test-taking, study and organizational skills. A further goal of instruction is to familiarize the students with the formal state assessments that measure progress toward English proficiency. The vocabulary here is much more advanced. The text is much more complex and students should be speaking in the English Language much more comfortably. They can continue to use their dictionaries. One scaffold that teachers use here is “jigsaw” – students are able to learn from each other one part of the new content when their peers present to the whole group. The high school science text are not leveled, therefore teachers focus on differentiating the content so that students are able to understand and apply what they learned. Grouping with students who speak the same language · Use of glossaries and translation dictionaries for use during class, on class exams and Regents exams · Extended time (x1.5) provided to students for class exams and Regents, as needed · Word walls with examples of terms · Graphic organizers utilized for teaching vocabulary and content, as applicable · Scaffolding during lessons, content is revisited often · Instruction received in Integrated Co-Teaching (ICT) classes 2 year Algebra 1 sequence for Spanish speaking students in years 0-7 whose math skills are not at the expected level when they enter the school.</p>

<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>The plan for former ELLs is to provide them with all mandated services, including time extension on exams and the use of bilingual dictionaries and/or glossaries in their classes and on state exams. Tutoring is also provided to ensure they are given the support needed to pass their classes. In addition, former MLs/ELLs who only need a few credits are given the opportunity to attend extended day classes to fulfill graduation requirements. The students continue to receive support after exiting the ENL program. A dual certified ENL/ELA teacher provides support in English class every day for 45 minutes. Former ELLs who have recently exited the program (in years one to two after testing proficient) are provided with specific testing accommodations for all exams. This includes classroom tests as well as standardized exams. These students are permitted to take all exams in a separate location. In addition, they are given time and a half for all exams as well as standardized tests. Finally, a program to assist these students is being developed; this class will meet twice per week to offer former MLs/ELLs the support that is needed to maintain success in their academic programs. Students who tested as proficient up to two years back, are provided with the necessary testing accommodations, both in class as well as during standardized exams. During lessons, students are given the opportunity to use adapted versions of the core texts, in conjunction with the core texts, as additional support. Also, targeted scaffolds for vocabulary and templates for writing extended pieces are provided to students for support. Availability to use glossaries and translation dictionaries for use during class, on class exams and Regents exams · Extended time (x1.5) provided to students for class exams and Regents, as needed · Word walls with examples of terms · Graphic organizers utilized for teaching vocabulary and content, as applicable · Scaffolding during lessons, content is revisited often · Instruction received in Integrated Co-Teaching (ICT) classes 2 year Algebra 1 sequence for Spanish speaking students in years 0-7 whose math skills are not at the expected level when they enter the school. .</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>The goal of Newtown’s Bilingual program are as follows: To provide instruction in two languages: the language spoken at home and English. In the entering stages of English language development, 75 percent of instructional time will take place in the student’s native language and 25 percent in English. Emerging students 40 % English and 60 % Home Language, Transitioning ELLs 50/50 and Expanding ELLs 75 % English and 25 % Home Language. As the students develop fluency in English, instructional time in English increases. We evaluated students’ home language by teacher created formative assessments. Based on these assessments, teachers make decision in their instruction. TBE Teachers used a variety of assessment for learning techniques including: exit slips, cold call and parking lot. In addition, to building teachers’ rituals to include these strategies, we’re deepening our use to inform the next day’s instruction and lesson plan. TBE Teachers focus around in-class department uniform assessment analysis, teacher team created assessments, and Regents data to identify areas of strength and develop common strategies to address weaknesses. Teams collaborate to create curricula and assessments across courses. In addition, teams examine student work in order to create a more in-depth, cohesive action plan.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>ELLs have opportunities to enroll in College credit bearing programs through Queensborough Community College and/or elective in Spanish. MLs/ELLs participate in literature courses. The Foreign Language Department offers a Spanish Drama Class for NLA students and AP Spanish and Chinese. In addition, the Foreign Language Department holds a Poetry Recitation Contest in Spanish and Chinese, among other languages in the month of April. Our elective courses are: Business Chinese AP Spanish Chinese Language and Culture AP Spanish Language and Culture AP Spanish Literature and Culture Our Seal of Biliteracy Committee is committed to encourage students to participate in this program by meeting with students in the nine grade and showing a powerpoint presentation highlighting the benefits in earning this recognition at the State level. World languages teachers discuss the importance of earning the Seal in their classes in all levels and sequences. In our World Languages Program we: explain what the award is and how it can be obtained. discuss the benefits of the Seal of Biliteracy in higher education, labor market and global society. motivate students to achieve the skills and subskills necessary for pursuing higher education. raise awareness of global issues and how relevant are these global issues when completing the DOE NYC Capstone Project for the Seal of Biliteracy. integrate research projects aligned to real-life problems and global issues. make students aware of the importance of obtaining a good grade in their ELA regents exam and maintaining a 85 or better average in their classes. Teachers in the World Language department prepare students for the Seal of Biliteracy by developing the following skills: Speaking and listening skills : students practice using the language orally by role play conversation in real- world situations and by delivering written and verbal presentations. Reading: students practice their reading skills by interpreting real-life related reading pieces, using diverse authentic resources: videos, infographics, tables, graphs, charts, photos , pictures, instagram, twitters, commercials, songs, etc. Writing: students practice their writing skills by constructing journals, emails, narratives, annotated bibliographies, webpages, project based learning tasks and IPA(Integrated Performance Assessment tasks). Research: students conduct research in the target language for different topics and they compare and contrast cultural products, practices and perspectives developing intercultural competence as they compare diverse global communities.</p>

## 21st Century Adult Learning



<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Covid -19 has impacted schools as well having had a major effect on our professional learning. Newtown High School Instructional Leadership team will tailor PLs that meet the needs of all stakeholders to facilitate growth in the classroom . The school will continue to promote rigorous and relevant instruction to navigate this new normal with an understanding of support and collaboration .The ILT will focus on the following question: How to advance writing across the curriculum with a focus on connections to a rigorous task? To continue moving Newtown's Professional Learning effectively into the 21st. Century, professional learning will be ongoing and connected to data as part of a long term plan guided by teacher needs and school goals. Newtown's Instructional Focus will be used as a lens for improving instruction. The ILT will analyze data based on walkthroughs and provide teachers with constructive actionable feedback to support their pedagogy . The goal is to solidify culturally responsive instructional practices and thereby increasing student outcomes that will be visible throughout blended/remote classrooms. Professional development is implemented for all teachers of ELLs during common planning time and after school. Bilingual Social Studies, Science , Math and ENL Content teachers participate in PDs once a week, focusing on specific topics such as Implementing the Next Generation Standards in all ENL classes, Academic Language, Close Reading, SIOP and Bridges Strategies, Checks for Understanding , Socratic Seminar for ELLs, Questioning and Strategies for ELL teachers. Some other topics include citing evidence, infusion of grade level texts, argumentative writing strategies, and rigor in the classroom. Each Professional development session is designed to engage the participants in practical strategies that can be implemented in their classroom, as well as widen their knowledge in pedagogy.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Professional Development workshops for staff working with ELLs are ongoing throughout the 2021-2022 school year. These workshops ensure the receipt of the appropriate PD hours for new and current ENL and Bilingual teachers (15% for all teachers and 50% for teachers of ELLs and bilingual teachers). This is open to all staff including Paras, A. P., Guidance Counselors, Parent Coordinator and Speech Therapists. Professional Learning for staff working with ELLs will be ongoing throughout the 2021-2022 school year. Once a month , for 45 minutes of common planning time, administrators plan and deliver workshops for ENL and bilingual ENL teachers, Assistant Principal also conduct after school workshops turkeying ENL strategies in the classroom. The SLC leader keeps attendance lists and copies and uploaded on Google Drive as well as all agendas and materials presented in the workshops.</p>

## **Strong Family-Community Ties**

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>During Parent Teacher Association Meetings, parents are asked to suggest future workshop topics that will meet their needs. The Parent Coordinator is also available on a daily basis to assist parents by phone and in person to discuss any concerns. In terms of the parents of newly admitted ELLs, the in-take process allows the ESL department to gather information about their specific needs and how we can best support them. Parent/community involvement- Newtown's Title III program provide parents of ELLs opportunities to learn English. Saturday Instructional Academy gives parents the opportunity for parents to attend 15 sessions. Parents learn skills taught by fully certified ENL/ELA teacher. Parents also take part in the School Leadership Team and Parent Association meetings held on the first Thursday each month. Small Learning Community – International Pioneers hold Parent workshops throughout the year. Topics will include: Discipline, using Skedula, examining Data, and post high school education options. The parent coordinator organizes a potluck dinner for parents and students annually. ELLs encourage their parents to cook and come celebrate the diversity of our school. It is a huge success. We also have an annual Multicultural Show where students perform dances and sing songs from their native countries. Parents come to see their children perform and learn about other cultures.</p>
<p>2. How does the school provide annual individual meetings with families 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.</p>	<p>Newtown offers many activities to empower families, including families of MLs/ELLs. We have lots of information on our school website and we post a newsletter for parents monthly. We offer activities and bring community organizations to present information and support to parents. We hold workshops and presentations on college and career, financial aid, resume writing, health plan and health insurance, immigration, NYC ID, ESL for parents and adult education classes, information meetings with guidance counselors, COVID 19 resources, health and wellness, food resources and benefits, and more... The following are some of the organizations that has made presentations to the parents: Jacob A. Riis Neighborhood Settlement, Catholic Charities Community Services, Creative Connections, Mayor's Office of Immigrant Affairs (MOIA), NYC Public Library, Elmcors Youth and Adult Activities, Queens Community House, Urban Health Plan We offer workshops and information to parents to access Pupilpath and NYC DOE parents account to follow the students' progress. The staff provides ongoing information to parents through emails, text, Robocalls, the school website, meetings... There is ongoing information and updates emailed from community organizations such as, the mayor's office of community affairs, the health department, NY immigration coalition, ACCESS NYC... to assist them in fulfilling their basic needs. Our goal is to have a supportive environment and empower the parents for them to improve their understanding of the English language and the education system to be able to help their kids and themselves. Parents of ELLs are invited to the monthly Parent Teacher Association Meetings and interpretation is provided. Parents receive a newsletter created by the school's Parent Coordinator, describing various events during the academic school year. This newsletter includes Spanish translations. School events such as, curriculum night, workshops, available tutoring, report card distribution, college informational and financial aid sessions are held in the evening twice a year . One College Night is conducted in Spanish for parents. Twice a year , the ENL department conducts an orientation for parents of ELLs in the evening. Teachers hold different workshops to inform parents about curricula, study skills, classroom rules and procedures, goals for achieving proficiency and showing movement on the NYSESLAT, graduation requirements, and use of IO and training about how to log in and access information. Twice a year, parents attend the ELL parent meetings curriculum night where teachers discuss one on one the academic goals and for the semester. Parents are assisted in accessing the IO system in order to monitor their children's progress. Parent Teacher Conferences are announced in the parent newsletter. Parents can view their children's performance and attendance on daily. The parent coordinator provides parents with a Skedula password. Through our SLC, teachers create parent outreach letters for students who are in need of early warning interventions. All of these materials are translated in the major languages of the student population. In addition, the Parent Coordinator reaches out to parents to explain school policy, educational programs, expectations, and provide parents with support. They are invited to participate in PTA meetings and functions, and translation services are provided, when needed and available. Materials are translated in the common languages. We also have student leaders assist in other languages such as Bengla and Nepali. Adult ESL classes are offered on Saturdays at Newtown High School. Each ENL teacher keeps running records of parent interactions, either by phone, e-mail, mail, or in person. Teachers often have conferences with parents and students and refer parents to counselors, deans, or assistant principals when needed. Teachers utilize IO 6 times a year to create individual progress reports for parents to access from home</p>

## Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>N/A</p>
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## PART VI: ELL IDENTIFICATION ATTESTATION

## Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>In our SLC (small learning community) teachers have a school orientation for new admits. The school counselor holds small group and individual meetings with new admits and current ELLs. The college counselor speaks with new admits encouraging them to get on track for college. We have the multicultural potluck dinner/dance every November. We have a full day SLC sports and games during PSAT/SAT administration. We have an annual multilingual poetry contest. NLA and ENL teachers provide an after-school tutoring program for ELLs. The school has various teams and clubs open to every student and many ELLs participate in them, i.e. Soccer, Volleyball, Tennis, Handball, Key Club, Kpop, Movie Club, Anime, etc. National Honor Society Peer Mentors assist new admits, meeting them weekly.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The identification team consists of the admission secretary, an ENL teacher, the AP, Supervision ENL, 2 bilingual school counselors, and 1 bilingual ISS grade advisor, and the AP, Supervision ISS. The admission secretary begins the process. Parent fills out all the necessary forms. An ENL teacher (trained in the intake process) (or AP, ENL) meets the family and completes the HLIS with them. A short placement test is given. The teacher enters the HL in the BIOU screen. The teacher administers the NYSITELL. If the student is an ELL, the teacher explains the program selection form and shows the NY State program selection video. The parents complete the forms. The school counselor meets the family, evaluates any transcripts they provide, and programs the student based on their preference of program. If the child has an IEP, the ISS grade advisor (or AP, ISS) meets with the family, evaluates their accommodations, and programs the student accordingly.</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

[Download a blank LAP assurances page.](#)

## APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

### LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Griselda	Zapata	Parent Coordinator	2022	Yes	

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
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**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 whose preferred language is other than English (not just parents of ELL students).

## **PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH**

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.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	1	0.04	1	0.04
Armenian	7	0.3	7	0.3
Arabic	15	0.64	15	0.63
Bengali	95	4.04	95	4.04
Bambara	2	0.08	2	0.08
Burmese	6	0.25	6	0.25
Chinese	118	5.01	99	4.21
Cantonese	0	0	7	0.3
Dzongkha	1	0.04	0	0
Fulani	2	0.13	2	0.08
Gujarati	3	0.13	4	0.17
Haitian Creole	1	0.04	1	0.04
Hungarian	1	0.04	1	0.04
Hindi	3	0.13	3	0.13
Hausa	1	0.04	1	0.04
Malinke	1	0.04	1	0.04
Mandarin	0	0	15	0.64
Nahuatl	15	0.64	15	0.64
Nepali	14	0.59	14	0.59
English	802	34.08	787	33.45
Pilipino (A.K.A. Tagalog)	12	0.51	12	0.51
Punjabi	3	0.13	3	0.13
Polish	4	0.17	5	0.21
Russian	10	0.42	10	0.42
Spanish	1215	51.64	1226	52.1
Thai	2	0.08	2	0.08
Tibetan	2	0.08	2	0.08
Urdu	6	0.25	5	0.21
Ukranian	2	0.08	3	0.13
Uzbek	7	0.3	2	0.08
Vietnamese	2	0.08	2	0.08

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	8	14
Chinese (Mandarin)	1	1
Chinese (Cantonese)	1	1
Bengali	1	1
Tagalog	1	1
Italian	1	1
Ukrainian	1	1
Croatian	2	2
Urdu	0	1
Hindi	0	1
French	0	1

<p>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:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>1. The school reviewed RLAT to determine the number of ELLs currently served and the RHLA for the home language aggregation. 2. There are bilingual counselors, teachers, and paraprofessionals who address the two dominant languages in our school. 3. Surveys and interviews conducted by the school staff 4. RCPL Report From ATS</p>
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## PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

<b>Document Name</b>	<b>Month/Frequency Distributed to Families</b>	<b>How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.</b>
Welcome Letter	September	Translated by school staff or the T & I Unit
Parent Newsletter	Monthly	Translated by school staff or the T & I Unit
Regular Robo calls for general information and special announcement are given in two languages.	as needed	Translated by school staff
Notices about Parent Teacher Conferences	Twice a year	DOE Translation Unit / Templates from DOE website/ Bilingual Staff
PTA / SLT Meeting Notices	Monthly	In-house Bilingual Staff / Volunteers / DOE Translation Unit
Testing information / Open House / College & Career Information / Workshops & Meeting Flyers / Report Cards / Transcripts	Ongoing	DOE Translation Unit / In House Bilingual Staff / DOE Approved Vendors / Community Organization Volunteers
COVID 19 Information	Ongoing	DOE website
New York City Schools Account (NYCSA) Information	Ongoing	Existing templates from the DOE website
Attendance Office Meetings Notices	Daily	In House bilingual staff / DOE Translation Unit

2. List the formal face-to-face meetings, whether in-person or remotely, 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 oral interpretation at those meetings.

<b>Meeting Type</b>	<b>Month/Frequency of Meetings</b>	<b>How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.</b>
Open School	Fall/Spring	DOE Translation Unit / In- House Bilingual Staff
Curriculum night	September	In-house Bilingual Staff
ELL orientation	Twice a year	ELL teachers / In-house Bilingual Staff
PTA meetings	Monthly	In- house Bilingual Staff / Volunteers
9th Grade orientation	September	In-house Bilingual Staff / DOE Translation Unit
College/Financial Aid Workshops	Twice a Year	In-House Bilingual Staff / Volunteers from Community Organizations
Workshops and Presentations from Community Organizations	Ongoing	In-House Bilingual Staff / Presenters from Community Organizations

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In case of emergency, the school has different ways to communicate with parents. - For school-wide emergency, The school sends Robocalls using bilingual school staff or the DOE Translation and Interpretation Unit. - The staff also sends calls, texts, emails and messages using bilingual staff and / or DOE Translation Unit</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>- For a student specific event, we make phone calls making use of In-house bilingual staff or the DOE Translation / Interpretation Unit</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a parent who speaks a language other than English has an emergency and needs to contact the school, he can call the school and a staff member will transfer his call to a person who can speak his language or call the DOE Translation Unit. The parent can also visit the school and a Security Guard or a staff member will direct him to the parent coordinator or someone that will communicate to him in his language or calls the DOE Translation Unit.</p>

## PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	turnkey training, staff email, keep it post in the clock room
Over-the-Phone Interpretation Desk Aid	Email to staff, place copies in their mailbox, post in the clock room , keep copies in all offices
Language Access Handbook	turnkey training, staff email
T&I Unit InfoHub Link	turnkey training, staff email

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>The Language Access Coordinator will: -E-mail the staff the information from the Chancellor's Regulation A-663 and the information to the Over the phone Interpretation Unit. The email will also include the link to the DOE translation unit, which provides a list of resources and translated templates. - Distribute a hard copy with the information to the over the phone interpretation - Will ask the Field Language Access Coordinator to provide training to the staff during a Faculty Meeting -Emails to remind staff the rights of parents to get translation and interpretation services during their visits to the school and during scheduled parent-teacher conferences. - makes sure the Security Officers keep a copy of the Over the Phone Interpretation Desk Aid and a copy of the Parent Guide to Language Access</p>
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## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE



<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>We keep a Multilingual Poster from the Translation and Interpretation Unit visible at the entrance of the school with information for families how to obtain language services at the school A notice in the Parent Newsletter, informing parents how to get translation services. Keep the Parent Guide to Language Access available at the lobby and in the main offices we post a notice in the school website and in the documents distributed to parents explaining the rights of parents to receive information in any of the covered languages. We will use the translated communications from the DOE website. We will have copies of the Parents' Bill of Rights available to parents, to make sure they are aware of the language services from the DOE.</p>
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## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>To gather feedback from limited-English-proficient parents, we survey LEP parents, during visits and phone calls. We review the results of the surveys and make any needed improvements to ensure we are supporting parents who speak other languages.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Parents request ESL Classes and Basic Computer Classes. We will keep offering ESL Classes to parents. I keep sending information about the Adult Education Classes and the Parent University from the Department of Education I also invite community organizations that offer services like, ESL Classes, Computer Classes and Citizenship Classes.</p>

## APPENDIX 3: TITLE III (LEP) APPLICATION

### TITLE III OUTLINE

#### Title III Supplemental Program for ELLs for SY 2022-23

**DIRECTIONS:** Title III supplemental services for English Language Learners (ELLs) must include the following three components:

**Direct instruction** activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement other core academic areas. The Title III supplemental instructional services must be based on student need. These supplemental services should complement core bilingual and ENL 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 bilingual education and/or English for Speakers of Other Languages (ESOL) certified 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 or annual ELL parent meetings.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to professional development, 10% to parent engagement, 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**.

## PART A: SCHOOL INFORMATION

Name of school:	Newtown High School
DBN:	24Q455
<b>NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.</b>	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	434
Total # of teachers in this program:	8
# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	6

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>According to our April 2022 EDAT , Newtown High School has a population of 25.9% of Long Terms Ells . We encourage our LTEs to attend Achieve 3000 class twice a week for two hours . Our class size range from 15- to 20 ELLs. Achieve 3000 supports students in reading and analyzing all sorts of texts across content areas with a critical-thinking lens. Every student in class reads the same grade-appropriate content differentiated at their individual reading level, empowering all students to fully participate in whole-class instruction and discussions. With deeply differentiated instruction, scaffolds, and linguistic supports struggling ELL readers are provided with ongoing supports. Newtown's SIFE Program for ELLs in ELA and their Home Language meets 4 days a week Monday through Thursday for 2 hours each day. According to EDAT, we have made some progress with our low literacy SIFE ELLs keeping this in mind Newtown High School continues to use "Bridges Success Academy " classes for our 15 (New Entering and Emerging ) SIFE ELLs. The dual certified ENL/ELA and NLA teacher will use Bridges Strategies and literacy skills in English and in students home language. Bridges academy to success curriculum will be used for the after school program. . Instruction will focus on implementing ENL scaffolding and SIOP strategies as well as content related information to all ELLs to achieve higher scores on Regents exams. Teachers will use a variety of texts and supplementary resources as well as taking attendance daily and copies of the sheets will be given to the A.P.S who will then keep attendance sheets on file. The Saturday Academy teachers are as follows: 1 certified ENL Teacher and 2 certified Bilingual SS teachers.</p>
<p>Rationale</p>	<p>Newtown's support programs provide ELL students additional time to build their literacy skills as well as Regents support in an environment that offers individualized support, and creates a sense of community. Our objective is so students can get the extra support needed to excel in academics, but they can also partake in social activities and have the ability to communicate with their peers and teachers.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>A. After School - 1. Sub- Group - Long Terms ELLs (LTEs) and Middle of the Year ELLs 2. Sub- Group - SIFE - Four days a week for 2 hrs 3. . Saturday Academy I: Supplemental Program- After School &amp; Saturday Academy Saturday Instructional Academy classes offer classes for under credited and Long Terms ELLs in for the following classes: CC English Regents Global and U.S. History Saturday Instructional Academy Newtown's Title III Program provides extra help and enrichment opportunities in the form of direct supplemental programming Mondays through Fridays after school and Saturdays for grades 9-12. Saturday academy will meet meet a total of 28 sessions beginning October 2022 through May 2023, from 9:00 a.m. to 12:00 p.m. The two classes above will service around 60% Entering , Emerging , LTELLs, Middle of the Year, and SWDs ELLs</p>
<p>Schedule and duration</p>	<p>A. After School - 1. Sub- Group - Long Terms ELLs (LTEs) and Middle of the Year ELLs 2. Sub- Group - SIFE - Four days a week for 2 hrs 3. . Saturday Academy I: Supplemental Program- After School &amp; Saturday Academy Saturday Instructional Academy classes offer classes for under credited and Long Terms ELLs in for the following classes: CC English Regents Global and U.S. History Saturday Instructional Academy Newtown's Title III Program provides extra help and enrichment opportunities in the form of direct supplemental programming Mondays through Fridays after school and Saturdays for grades 9-12. Saturday academy will meet meet a total of 28 sessions beginning October 2022 through May 2023, from 9:00 a.m. to 12:00 p.m. The two classes above will service around 60% Entering , Emerging , LTELLs, Middle of the Year, and SWDs ELLs</p>
<p>Language of instruction</p>	<p>Language of instruction for Sub- group of all is English and/ or Spanish</p>
<p>Number and types of certified teachers</p>	<p>8 teachers - 2 Bilingual and 6 Content</p>
<p>Types of materials</p>	<p>Every student in class reads the same grade-appropriate content differentiated at their individual reading level, empowering all students to fully participate in whole-class instruction and discussions. With deeply differentiated instruction, scaffolds, and linguistic supports struggling ELL readers are provided with ongoing supports. The dual certified ENL/ELA and NLA teacher will use Bridges Strategies and literacy skills in English and in students home language. Bridges academy to success curriculum will be used for the after school program. Regents exams. Teachers will use a variety of texts and supplementary resources</p>

<p>Include any additional details here:</p>	
<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,Before School,After School,Saturday Academy</p>
<p>Grades to be served in this program. Select all that apply.</p>	<p>,9,10,11,12</p>

**PART C: PROFESSIONAL DEVELOPMENT**

<p>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. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	<p>Covid-19 has impacted schools as well having had a major effect on our professional learning. Newtown High School Instructional Leadership team will tailor PLs that meet the needs of all stakeholders to facilitate growth in the classroom and remote learning. The school will continue to promote rigorous and relevant instruction to navigate this new normal with an understanding of support and collaboration. The ILT will focus on the following question: How can educators create culturally responsive classrooms using Advanced Literacy? To continue moving Newtown's Professional Learning effectively into the 21st. Century, professional learning will be ongoing and connected to data as part of a long term plan guided by teacher needs and school goals. Newtown's Instructional Focus will be used as a lens for improving instruction. The ILT will analyze data based on walkthroughs and provide teachers with constructive actionable feedback to support their pedagogy. The goal is to solidify culturally responsive instructional practices and thereby increasing student outcomes that will be visible throughout classrooms. In 2021-2022 school year, Newtown's Professional Learning (PL) program will focus on providing teachers of various subject around the following areas: planning and preparation instruction and the classroom environment. Teachers will engage in a collaborative practice that will improve student outcomes. ENL and Content teachers will put into practice the use of multiple teaching strategies for ELL students. Professional Learning will be facilitated by school administrators, ENL and Content teachers. Facilitators have and will continue to attend Queens Borough North PLs in order to turn key information in PLs. Professional Learning will take place once a month for 2 hours and 15 minutes. Within the 2 hours and 15 minutes, teachers will engage in collaborative conversation with their colleagues developing the strategies learned in each session. All PLs will have a sign in sheets, activities and agenda. All documentation will be kept online via Google Docs. Some Topics are as follows: Social Emotional Learning for ENL/ Bilingual Teachers Culturally Responsive Sustaining Education in ENL Multiple Entry Points Scaffolding Implementing the Next Generation Standards in all ENL classes Academic Language Close Reading Bridges Strategies, Checks for Understanding Socratic Seminar for ELLs Questioning and Strategies for ELL teachers. Topics for Teachers 1. Formative Assessment Strategies 2. Socratic Seminars for all learners 3. Academic Language 4. Cognitive Engagement 5. High Expectations</p>
<p>Rationale</p>	<p>We are providing support to all Bilingual and ELL content teachers in order to help them accelerate English language development and literacy development in their classroom. Thus teachers need to know how to create classrooms that are supportive of using and learning language.</p>
<p>Teachers to receive training</p>	<p>All Bilingual and ENL content teachers at Newtown.</p>
<p>Schedule and duration</p>	<p>ENL and Content teachers. Facilitators have and will continue to attend Queens Borough North PLs in order to turn key information in PLs. Professional Learning will take place once a month for 2 hours and 15 minutes. Within the 2 hours and 15 minutes, teachers will engage in collaborative conversation with their colleagues developing the strategies learned in each session. All PLs will have a sign in sheets, activities and agenda. All documentation will be kept online via Google Docs. During common planning time, teachers will receive training once a month.</p>
<p>Topics to be covered</p>	<p>Topics for Teachers 1. Formative Assessment Strategies 2. Socratic Seminars for all learners - Discussion 3. Academic Language 4. Cognitive Engagement 5. High Expectations</p>
<p>Name of provider</p>	<p>ENL and Content teachers. Facilitators have and will continue to attend Queens Borough North PLs in order to turn key information in PLs. Professional Learning will take place once a month for 2 hours and 15 minutes. Within the 2 hours and 15 minutes, teachers will engage in collaborative conversation with their colleagues developing the strategies learned in each session. All PLs will have a sign in sheets, activities and agenda. All documentation will be kept online via Google Docs. Professional Learning will be facilitated by school administrators, ENL and Content teachers.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

## PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families 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 or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>■ rationale</li> <li>■ schedule and duration</li> <li>■ topics to be covered</li> <li>■ name of provider</li> <li>■ how parents will be notified of these activities</li> </ul>	<p>III. Parental Engagement During Parent Teacher Association Meetings, parents are asked to suggest future workshop topics that will meet their needs. The Parent Coordinator is also available on a daily basis to assist parents by phone and in person to discuss any concerns. In terms of the parents of newly admitted ELLs, the in-take process allows the ESL department to gather information about their specific needs and how we can best support them. Parent/community involvement- Newtown’s Title III program provide parents of ELLs opportunities to learn English. Saturday Instructional Academy gives parents the opportunity for parents to attend 15 sessions. Parents learn skills taught by fully certified ENL/ELA teacher. Parents also take part in the School Leadership Team and Parent Association meetings held on the first Thursday each month. Small Learning Community – International Pioneers hold Parent workshops throughout the year. Topics will include: Discipline, using Skedula, examining Data, and post high school education options. The parent coordinator organizes a potluck dinner for parents and students annually. ELLs encourage their parents to cook and come celebrate the diversity of our school. It is a huge success. We also have an annual Multicultural Show where students perform dances and sing songs from their native countries. Parents come to see their children perform and learn about other cultures. A. Parent Classes Newtown’s Title III program will provide parents of ELLs opportunities to learn English. Saturday Instructional Academy gives parents the opportunity for parents to attend 15 sessions. Parents learn ENL skills preparation taught by fully certified ENL teacher . Translation is available for parents who attend English class through the use of dictionaries. Saturday ENL classes for Parents classes are from 9:00 a.m. to 12:00 p.m. from October 2022 through June 2023. B. Parent Workshops Parent workshops for ELLs take place at least 3 times a year and are planned in areas such as Orientation for the NYC school system, Curriculum Night, NYSESLAT and familiarizing parent with state exams, Common Core Learning Standards, and using Pupilpath. Pamphlets and/or are translated in their preferred language. During these workshops as refreshments will be purchased and served. These workshops will be given by our Small Learning Community teachers who are certified in bilingual and ENL instruction. Parents will be notified through our telephone messenger in various languages . Invitations in their preferred language will be disseminated via pupil path, mail, robo call or distributed to the students in class. Attendance will be taken by the facilitators and all records will be online via Google Docs. Parents also take part in Parent Association meetings held the third Thursday of each month. Workshops and seminars for parents of ELLs include: • New to the NYC School System • Pupilpath Training • State Exams- ( NYSITELL, NYSESLAT and Regents ) • Curriculum</p>
<p>Rationale</p>	<p>At Newtown , we can provide an important foundation for everything related to school environment. Even basic information about students' ethnic and linguistic backgrounds, or the situations from which they have come, can help you match students with the appropriate services and programs. By providing families with this information it will help ELL students to succeed in school.</p>
<p>Schedule and duration</p>	<p>Newtown’s Title III program will provide parents of ELLs opportunities to learn English. Saturday Instructional Academy gives parents the opportunity for parents to attend 15 sessions. Parents learn ENL skills preparation taught by fully certified ENL teacher . Translation is available for parents who attend English class through the use of dictionaries. Saturday ENL classes for Parents classes are from 9:00 a.m. to 12:00 p.m. from October 2022 through June 2023.</p>
<p>Topics to be covered</p>	<p>Workshops and seminars for parents of ELLs include: • New to the NYC School System • Pupilpath Training • State Exams- ( NYSITELL, NYSESLAT and Regents ) • Curriculum</p>
<p>Name of provider</p>	<p>ENL teachers and Parent Coordinator</p>
<p>How parents will be notified of these activities</p>	<p>Parents will be notified through our telephone messenger in various languages . Invitations in their preferred language will be disseminated via pupil path, mail, robo call or distributed to the students in class. Attendance will be taken by the facilitators and all records will be online via Google Docs. Parents also take part in Parent Association meetings held the third Thursday of each month.</p>

Include any additional details here:	N/A
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## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	N/A	N/A
Purchased services -High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	N/A	N/A

Allocation Amount (\$):	N/A
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## APPENDIX 4: TITLE I PROGRAM INFORMATION

### TITLE I PROGRAM INFORMATION

#### Part 1: Title I Program Type

**Title I Requirements and Strengthening Title I Parent Involvement:** Under USDE’s Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). 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 Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council 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. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school’s Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

**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 or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school's Title I Program	Title I SWP
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## Part 2: All Title I Schools

<p><b>High Quality and Ongoing Professional Learning:</b> Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>All department supervisors provide on going professional development on the Common Core State Standards as well as Hallmarks 1-2. Teachers are trained in strategies and techniques to help them implement Common Core State Standards and Hallmarks into all of their lessons and unit plans. -Teams of teachers collaborate to revise curricula, implement instructional strategies that engage students in learning rigorous college and career ready skilled curricula during -Curriculum teams in core subjects meet weekly to ensure alignment with Engage NY curriculum and implementation of New Visions curriculum in Science and Social Studies. -A Professional development school-wide plan built by a team of teachers and administration. This structure is supported in SLC by Lead Teachers during PD sessions, as well as through classroom inter-visitations -ESL and ISS teachers collaborative plan with their content area colleagues and provide push-in supports and strategies. -ISS co-teacher s attend weekly PD sessions with their content area colleagues -Families have access to PupilPath which allows then to monitor their child's progress in every daily subject and communicate through this system via email. Families are provided professional development around CCLS, PupilPath and Danielson</p>
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## Part 5: "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<sup>1</sup>. 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<sup>2</sup>. **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.

For the last two columns of this table: 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. Indicate in Column B, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	\$854,497.00	X	ELA, math, special education instruction. Software, textbooks, supplies and materials.
Title I, School Improvement 1003(a)	Federal	\$107,126.00	X	Parent/family engagement. Student temporary housing, translation services.
N/A	N/A	N/A	N/A	
Title III, Part A	Federal	\$51,782.00	X	LEP instruction. Professional Development.
Title III, Immigrant	Federal	NA		
Title IV, Part A	Federal	\$14,791.00	X	Fall reopening plan. Well rounded ELA/Math support.
Tax Levy (Fair Student Funding)	Local	\$14,407,341.00	X	Supervision, Secretaries, Guidance Counselors, Teachers, Aides, Per-session, and OTPS



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## **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.

<sup>2</sup>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 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) 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. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **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 immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. “State” means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A:** Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural

responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing

- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

**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.

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## APPENDIX 6: SUBMISSION ASSURANCES

### APPENDIX 6: SUBMISSION ASSURANCES

#### Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual’s signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

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## APPENDIX 7: TITLE III (IMMIGRANT) APPLICATION

### TITLE III IMMIGRANT OUTLINE

#### Title III Application for Immigrant Funding

#### REQUIREMENTS

Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- Identification and acquisition of curricular materials, educational software and technologies to be used in the program.
- Family literacy, parent outreach and training activities designed to assist parents in becoming active participants in the education of their children.
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students.

- Provision of tutorials, mentoring and academic or career counseling for immigrant students.
- Basic instructional services directly attributable to the aforementioned school districts, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services.
- Other instructional services that are designed to assist immigrant students to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education.
- School activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services.

Funding follows similar guidelines for Title III funds established by the Division of Multilingual Learners (DML) and can only be used to provide supplementary services to immigrant students.

**Please note:** Immigrant students are not necessarily English Language Learners (ELLs) and ELLs may or may not be immigrants. For the purpose of this funding, immigrant students are defined as individuals who were not born in any U.S. state (this includes the District of Columbia and the Commonwealth of Puerto Rico); and have not been attending one or more schools in any one or more States for more than 3 full academic years (the months need not be consecutive).

Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- Extended day programming (e.g., before school, after school, Saturday program) to provide targeted, small-group instruction and credit recovery support.
- Implementing strong student supports to increase graduation rates.
- Community-based and school-based programming (e.g., before school, after school, Saturday program) to strengthen partnerships between immigrant families and schools.
- Developing new and/or enhancing existing programs for newcomers (meeting criteria defined above).
- Supplementing the opening or growth of Transitional Bilingual Education programs and/or Dual Language programs serving immigrant students.
- Professional learning on meeting the needs of immigrant students and effective instructional practices.

For more information on Title III requirements, refer to NYSED’s **Title III Compliance and Reporting Website** or the **allowables document** under Title III. For specific amounts per each school, see the **2022 – 2023 School Allocation Memo** or contact your **ELL CPS or ML/ELL Director**.

## DIRECTIONS

Please complete the application. Schools must use the funds to support their immigrant students by developing a plan that has each of the following components:

- Direct Instruction Supplemental Program for Immigrant Students
- Professional Development that bolsters the instructional practice of teachers of immigrant students
- Parental Engagement Activities that support parents of immigrant students

**Completed applications must be submitted in iPlan by 2/17/23 for review and approval. Please refer to 2022 – 2023 School Allocation Memo. Schools are not permitted to use funds until they submit a plan and receive notification of its approval.**

## PART A: SCHOOL INFORMATION

Name of school:	Newtown High School
DBN:	24Q455
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total # of immigrant students (including ELLs) to be served:	150
Total # of teachers in this program:	12
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>1. After School - Sub- Group - SIFE/Entering/ Emerging Two day a week for 2 hrs. 29 days x 1 teacher x 2hrs x 52.13 = 3023.54 Teacher aid 29 days x1TA x2hrs x32.87 = 2,859.69 The After School Beginners ENL Program for MLLs meets 2 days a week Mondays and Wednesday for two hours . The dual certified ENL/ELA teacher will provide extra help for students who are struggling in their ENL/ ELA classes. The teacher will focus on literacy and language skills while focusing on reading in these after school sessions. According to Fall MLS , 21 students tested between first and fourth grade reading level , with the majority testing at 3rd grade reading level. Our end goal is to assist student progress in class and make progress in reading , writing and NYSESLAT. Class sizes will range from 15- 25 students . The dates for the program are as follows : 2/1, 2/6 2/8 2/13 2/15 2/27 3/1 3/6 3/8 3/13 3/15 3/20 3/22 3/27, 3/29 4/3, 4/17, 4/19, 4/23, 4/26,5/1, 5/3,5/8,5/10,5/15,5/17,5/22,5/24,5/31 Teachers will take attendance daily and copies of the sheets will be emailed to the Supervisor (Extended Day). 2. Sub - group- Expanding ENLs - Long Term ENLs 11-12 graders for Saturday Academy Newtown's Program provides extra help and enrichment opportunities in the form of direct supplemental programming Mondays through Fridays after school and Saturdays for grades 9-12. Regents Tutoring for Immigrants students - Teachers will tutor Regents bound ENL students beginning in February until the start of Regents week for two days for 45 minutes . Teachers will be provided a list of 5-10 students on a given day who need to take the ELA exam and History. Students will be chosen based on STARS data. Languages of instruction are English and Spanish. Saturday Instructional Academy classes offer classes for under credited and Long Terms ELLs in for the following classes: following classes: Algebra 1 Living Environment Earth Science Global History US History Saturday Academy will meet a total of 28 sessions beginning February 2023 through May 2023, from 9:00 a.m. to 12:00 p.m. The two classes above will service around 60% Entering , Emerging , LTELLs, Middle of the Year, and SWDs ELLs. The days they will meet will be as follows: 2/4, 2/11, 3/4, 3/11, 3/18, 3/25, 4/1, 4/22/ 4/29/ 5/6/ 5/13/ 5/20 6/3/ 6/10 29 days x 3 teachers x 2 hours x 52.13 = 9,070.62 3. ENL - ENLs Regents Bound ELLs After school ELL Regents bound students will attend English tutoring provided by an ELA/ ENL and ENL/SS licensed teacher . Teachers will create tailored specific lessons aligned to the Regents. Data will be used to instruct areas where ELLs struggle the most on Regents . Attendance will be taken and given to the Supervisor of Extended Day Dates are as follows : 2/1, 2/6 2/8 2/13 2/15 2/27 3/1 3/6 3/8 3/13 3/15 3/20 3/22 3/27, 3/29 4/3, 4/17, 4/19, 4/23, 4/26,5/1, 5/3,5/8,5/10,5/15,5/17,5/22,5/24,5/31 Two days a week for 3 hrs 29 days x 1 teacher x 2 hrs x 52.13 = 3023.53</p>
Rationale	Our objective is so students can get the extra support needed to excel in academics and state exams , but they can also partake in social activities and have the ability to communicate with their peers and teachers.
Subgroups and grade levels of students to be served	1.After School - Sub- Group - SIFE/Entering/ Emerging 9th and 10th Two day a week for 2 hrs. 29 days x 1 teacher x 2hrs x 52.13 = 3023.54 Teacher aid 29 days x1TA x2hrs x32.87 = 2,859.69 2.Sub - group- Expanding ENLs - Long Term ENLs 11-12 graders 1day of a week for 3 hrs 12 days x 3 teachers x 2 hours x 52.13 = 1876.68
Schedule and duration	Dates are as follows : Two days - Extended Day Schedule 2/1, 2/6 2/8 2/13 2/15 2/27 3/1 3/6 3/8 3/13 3/15 3/20 3/22 3/27, 3/29 4/3, 4/17, 4/19, 4/23, 4/26,5/1, 5/3,5/8,5/10,5/15,5/17,5/22,5/24,5/31 Saturday Academy Days March4,11,18,25 April 1,22,29 May 6,13,20 June 3 and10 Focus Group- Teachers will meet at 3:45- 5:45 one day a week every other week tentatively.
Language of instruction	English and Spanish
Number and types of certified teachers	10 ELA ENL SS Earth Science Living Environment

Types of materials	Regents Materials Smartboard
Include any additional details here:	N/A
The direct instruction component of the program will consist of (check all that apply):	,After School,Saturday Academy
Grades to be served in this program. Select all that apply.	,9,10,11,12

## PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Teachers to receive training</li> <li>▪ Schedule and duration</li> <li>▪ Topics to be covered</li> <li>▪ Name of provider</li> </ul> <p>Begin description here:</p>	<p>Covid-19 has impacted schools as well having had a major effect on our professional learning. Newtown High School Instructional Leadership team will tailor PLs that meet the needs of all stakeholders to facilitate growth in the classroom. To continue moving Newtown's Professional Learning effectively into the 21st. Century, professional learning will be ongoing and connected to data as part of a long term plan guided by teacher needs and school goals. Newtown's Instructional Focus will be used as a lens for improving instruction. The ILT will analyze data based on walkthroughs and provide teachers with constructive actionable feedback to support their pedagogy. The goal is to solidify culturally responsive instructional practices and thereby increase student outcomes that will be visible throughout classrooms.</p>
<p>Rationale</p>	<p>Rationale: Covid-19 has impacted schools as well having had a major effect on our professional learning. Newtown High School Instructional Leadership team will tailor PLs that meet the needs of all stakeholders to facilitate growth in the classroom. To continue moving Newtown's Professional Learning effectively into the 21st. Century, professional learning will be ongoing and connected to data as part of a long term plan guided by teacher needs and school goals. Newtown's Instructional Focus will be used as a lens for improving instruction. The ILT will analyze data based on walkthroughs and provide teachers with constructive actionable feedback to support their pedagogy. The goal is to solidify culturally responsive instructional practices and thereby increase student outcomes that will be visible throughout classrooms.</p>
<p>Teachers to receive training</p>	<p>All Newtown teacher who participate in our SLC during our common planning time. Teachers from various departments. Art - Ms. Gerken, Mr. Sepulveda , Ms. Xie Business- Ms. Nguyen , ISS- D'Aloia, Dudnath, Charrington Sosnowski, Toloza, Caroll, Casimir, Connelly , Rios, Estrada, Levine, Mulddon PE- Ms. Merslich , Kerin, Goldstein Science- Tsun,gomez, Fu, Hanley, Rosenstein, McDonald, Wu, Devera, Math- Caban, Xue, Figaro, Bilgel Batista, Vurchio English - McDermott, Santana, Weigel, Francisco, Meier ,Mathes, Misch, Reilly, To, SS- Berkey, Paris, Arus Charalambus, Giakoumis, Alvarez, Jimenez, Vasilidis</p>
<p>Schedule and duration</p>	<p>All teachers at least an hour at least 4 times a year . Pds Time 3 9:43- 10:30 4 10:33- 11:20 5 11:23- 12:10 6 1:03- 1:50 7 12:13- 1:00 And during Election day Date: November 8, 2022 Facilitators -Ms. Haggerty- Ms. Berkowitz Audience : All Teachers PL:Strategies to help ELLs/ Know your ELLs Date: November 8, 2022 Facilitators -Ms. Jimenez- Mr. Muldoon Audience : All Teachers PL: Supporting Students with IEPs Date: January 30 , 2023 Facilitators -Ms. Haggerty, Ms. Santana, Ms. Jimenez, R. Muldoon, Ms. De LaCruz Audience : All Teachers PL: How can we teach to our students strength</p>
<p>Topics to be covered</p>	<p>Professional Learning Team (PLT ) vision is to build capacity in Instruction by having a cohesive team of teachers engage in collaborative learning that will improve student outcomes in order to close the achievement gap. The (PLT) teams attends professional learning throughout the city and then turns keys the information during Newtown's Common Planning Time (CPT) and after school. The team works after school to prepare the professional learning based on research on one of the following topics : Engagement, Questioning/ Discussion and Assessment, Struggling Readers (Strategies)- , Strategies for Struggling Students, Equity Building , , March 2 times a month, April 2 times a month, May 2 times a month 6 days x 3 teachers x 2hrs x 52.13 = 1876.68</p>
<p>Name of provider</p>	<p>Newtown High School Teachers will attend out side Queens Borough North PD and Turn Key the information.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

## PART D: PARENTAL ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these students. Description should include:</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Schedule and duration</li> <li>▪ Topics to be covered</li> <li>▪ Name of provider</li> <li>▪ How parents will be notified of these activities</li> </ul> <p>Begin Description here:</p>	<p>During Parent Teacher Association Meetings, parents are asked to suggest future workshop topics that will meet their needs. The Parent Coordinator is also available regularly to assist parents by phone and in person to discuss any concerns. In terms of the parents of newly admitted ELLs, the in-take process allows the ENL department to gather information about their specific needs and how we can best support them. Parents also take part in the School Leadership Team and Parent Association meetings held on the first Thursday each month via Zoom. Small Learning Community – International Pioneers hold Parent workshops throughout the year. Topics will include: Discipline, using IO, examining Data, and post high school education options. Parent workshops for immigrant students take place at least 3 times a year via Zoom and are planned in areas such as Orientation for the NYC school system, Curriculum Night, NYSESLAT and familiarizing parents with state exams, Next Generation Learning Standards. Pamphlets and/or are translated in their preferred language. Parents will be notified through our telephone messenger in various languages. Invitations in their preferred language will be disseminated via Google Classroom, mail, robo call or distributed to the students in class. The facilitators will take attendance and all records will be online via Google Docs. Parents also take part in Parent Association meetings held the third Thursday of each month.</p>
<p>Rationale</p>	<p>?Rationale : At Newtown , we can provide an important foundation for everything related to the school environment. Even basic information about students' ethnic and linguistic backgrounds, or the situations from which they have come, can help you match students with the appropriate services and programs. By providing families with this information it will help ELL students to succeed in school.</p>
<p>Schedule and duration</p>	<p>There will be 3 sessions in the evening for an hour. Sessions will be given by certified teachers in ELA/ENL and NLA. Pamphlets will be translated as well as using the school messengers to inform parents of upcoming events. . 3 days x 3 teachers x 2hrs x 55.00 = 573.43 Ms. Haggerty ENL ELA Teacher Ms. Berkowitz ENL ELA Teacher Ms. Martinez NLA Teacher Ms. Zapata Parent coordinator Workshops and seminars for parents of ELLs include: • New to the NYC School System • Training on new systems for grades • State Exams- ( NYSITELL, NYSESLAT and Regents ) • Curriculum</p>
<p>Topics to be covered</p>	<p>Workshops and seminars for parents of ELLs include: • New to the NYC School System • State Exams- ( NYSITELL, NYSESLAT and Regents ) • Curriculum Parents learning about the college process.</p>
<p>Name of provider</p>	<p>Newtown High School ENL , Home language teachers , College Advisor and Parent Coordinator .</p>
<p>How parents will be notified of these activities</p>	<p>Parents will be notified through our telephone messenger in various languages. Invitations in their preferred language will be disseminated via Google Classroom, mail, robo call or distributed to the students in class. The facilitators will take attendance and all records will be online via Google Docs. Parents also take part in Parent Association meetings held the third Thursday of each month.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem		
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

<b>Allocation Amount (\$):</b>	12,830
This school is (select one):	