2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	30Q555

School Name	Newcomers High School

Principal	Elizabeth Messmann

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

| STEP 1: IDENTIFY AREAS OF CONCENTRATION |
| STEP 2: ENGAGE IN A NEEDS ASSESSMENT |
| STEP 3: DEVELOP SMART GOALS |
| STEP 4: SET PROGRESS MONITORING TARGETS |
| STEP 5: CREATE PROGRESSIVE ACTION STEPS |
| STEP 6: FAMILY & COMMUNITY STRATEGIES |
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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 **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—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*

- *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?*

- **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:	Newcomers High School

District Borough Number (DBN):	30Q555

Grades Served:	9 to 12

School Address:	28-01 41st Ave Long Island City, New York 11101

Phone Number:	718-937-6005

Fax:	718-937-6316

School Contact Person:	Elizabeth Messmann

School Contact Person Email Address:	emessmann@schools.nyc.gov

Principal:	Elizabeth Messmann

United Federation of Teachers (UFT) Chapter Leader:	Nina Kramer

Parents' Association President:	Nasir Iqbal

SLT Chairperson:	Elizabeth Acerra

Title I Parent Advisory Council Chairperson (PAC):	Clara Fontalvo

Student Representative(s) Middle /High School:	Zion Gonzalez

Student Representative(s) Middle /High School:	Santiago Vasquez

Community Based Organization (CBO) Representative:	Shane Webber

School-Based Students in Temporary Housing (STH) Liaison:	Ana Castillo

District Information

Geographic District:	30

Superintendent:	Hoa Tu

Superintendent's Office Address:	Queens North HS Superintendent 30-48 Linden Place Room 405 Flushing, NY 11354

Superintendent's Email Address:	htu@schools.nyc.gov

Phone Number:	718-281-3517

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
Elizabeth Messmann	*Principal or Designee	
Nina Kramer	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Nasir Iqbal	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Alberto Ceballos	District Council 37 (DC 37) Representative (staff), if applicable	
Josefina C. Guerreo	parent	
Santiago Vasquez	Student Representative (Required for high schools)	
Isabella Donneys	Student Representative (Required for high schools)	
Shane Webber	CBO Representative, if applicable	
Wilson Martinez	Parent	
Elizabeth Acerra	Assistant Principal	
Kim- Marie Cespedes	Teacher	

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

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good standing

Provide your school's mission statement:	Mission Newcomers HS was designed to create a welcoming, affirming and supportive learning environment for immigrant Multilingual learners and their families. We strive to sustain rigorous, equitable and meaningful learning opportunities to ensure all our students are empowered to lead with empathy in our local and global communities. We aim to know our students well and provide them what they need to advance their goals and dreams while appreciating the richness of knowledge and experience they each bring with them to our community. Vision Newcomers HS is and will be a high school where the linguistic and cultural identities of our Multilingual Learners and their families will be honored, elevated and affirmed. Our school will be a community resource where social emotional and academic supports are provided to ensure that all our students are able to optimize their potential, on their journey to college, career and civic readiness, while being empowered to recognize their role in our shared community.? SEEN, HONORED, EMPOWERED?

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	Newcomers High School serves nearly 1000 newly arrived immigrant students. 90% of our student body are current Multi lingual learners. The remaining 10% are Former Multilingual learners or children of multilingual learners. The majority of our ML students are Entering, May 2022 data indicated 570 of our students were Entering, 130 were Emerging, 105 were Transitioning, 111, were Expanding, 26 were Commanding. 673 of our students are served in a Spanish language Transitional Bilingual Education program. In May of 2022 833 of our families indicated Spanish as their home language. Other languages spoken by our students in their homes are: Arabic, Bengali, Chinese, Nepali, Portuguese, Tibetan, Urdu, Tagalog and Albanian. Approximately 150 of our students indicate that they reside in a form of Temporary Housing with many doubled up. We have a small Students With Disability program with 20 students with IEPs. In the spring of 2022 we were matched with a Community Schools CBO partner, Center for Supportive Schools. We also have a smaller partnership with the CBO Samuel Field- Commonpoint. They work in our College Office.

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 to 12	School Generated	yes
Math	9 to 12	School generated	yes

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)
ELA Regents Writing Tasks	REDS June 2022, Interim Assessments Spring 2022 37% of student passed the ELA regents in June 2022	Lack of familiarity with writing tasks; inconsistent curriculum

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
English Language Learners (ELL)	38	By June, 2023, High School ELA for English Language Learners (ELL) will Increase 5%, from 38 to 43, as measured by NYS ELA 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	Baseline Data	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 31, 2021			
Interim Assessments	Scores on Literary Analysis and Argument Essays tasks	MP 1 Interim Assessment	50% of scores 2 or higher on ELA writing task aligned rubric	50% of scores 3 or higher on ELA writing task aligned rubric	65$ of scores 3 or higher on ELA writing task aligned rubric

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?)
07/01/2022	08/31/2022	AP ELA refines ELA curriculum with teacher leader input to determine placement of standards aligned writing tasks.
09/05/2022	01/27/2023	Twice monthly content team PD focuses on implementation of writing tasks, cohesive writing frames and structure developed base don analysis of June 2022 regents exam and shared systematic methods for students to self assess, reflect and improve upon writing.

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?)
10/31/2022	06/23/2023	AP Acerra and AP Williams Maples rollout coherent units for all ELA classes with embedded literary analysis and argument tasks. APs create pacing guidelines.
11/18/2022	06/23/2023	Leverage the support of Gina C. and Doshka T. to roll out the New Visions writing strategies of Exploding Analysis and Exploding Argument is all ELA classes. Make these strategies the schoolwide writing protocol.

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)
09/05/2022	06/02/2023	Teacher and AP coaching	Use of Consultants from Fran Cunningham
06/22/2022	05/26/2023	Professional Development	Blue engine

Human Resources	Co teaching partnerships, teacher teams on Monday PD days, Common planning
Instructional Resources	Consultants, Blue engine PD
Schedule Adjustments	Single session schedule allows for weekly PD
Other Resources Needed	

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)
Mathematics Scholarship Rate	65% scholarship all math classes Spring 2, 2021 Stars Scholarship report	Curriculum

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
English Language Learners (ELL)	77	By June, 2023, High School Math Scholarships/ Credit Accumulation for English Language Learners (ELL) will Increase 8%, from 77 to 85, as measured by Scholarship Report .

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)
		October 2021			
Scholarship report	Development of tasks and rubrics	By the end of MP 1 each mathematics course will have administered a Standards aligned math task with a rubric	50% of students will earn score that illustrates 50% of mastery	65 % of students will earn a score that illustrates increased mastery	80% of students demonstrate mastery of the skills assess on the math task

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?)
09/05/2022	09/16/2022	Clearly articulate grading policy and expectations; AP monitors grade entry in new DOE grading platform
10/14/2022	01/31/2023	AP develops system for progress reports
10/14/2022	01/31/2023	Scholarship conferences each marking period
10/03/2022	01/31/2023	Targeted interventions for students in need of additional support

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. <u>Note:</u> ~~Pr~~ogress 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?)
11/04/2022	05/26/2023	Pilot use of activity guides in math.
02/01/2022	06/23/2023	Conduct intervisitations to other schools, with large ML populations so that Mathematic teachers can see effective and highly effective classroom practice.
11/01/2022	06/23/2023	Conduct a series of mini PL session led in support by R. Johoda and D. Truick for ENL/ Math integrated co teachers.

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)
09/05/2022	01/31/2023	push to get NYCSA activated and in use	parent coordinator, Center for Supportive Schools, Samuel Field- Commonpoint

Human Resources	parent coordinator, AP, teachers, Community School Director
Instructional Resources	video tutorials, and presentations on NYC SA
Schedule Adjustments	
Other Resources Needed	

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)
Teacher- Student Relationships	Panorama Student Perception Survey	Isolation and fear caused by the pandemic

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSEDâ€™sPotential ESSA Indicator Goal Sheet, if applicable. Refer to NYSEDâ€™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
Collaborative & Trusting Relationships	51	By June, 2023, practices related to Personal Attention & Support will improve 15%, from 51 to 66, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships. Particular focus will be paid to the Questions : "If you walked into a classroom upset, how concerned would your teacher be?" and "How connected do you feel to the teacher in this class?"

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 31, 2022			
Internal survey	Survey results from 2021-2022	Survey	4% increase internal survey	8% increase on internal survey	11 % increase on Panorama survey

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?)
08/30/2021	10/15/2021	Conduct baseline school created survey, disaggregate data by parent outreach contact
09/01/2021	09/10/2021	Assign students to teacher case manager for family and community engagement time. Streamline protocols for data collection to be used on Tuesdays during parent engagement time.
09/14/2021	01/14/2023	Every Tuesday staff members engage in targeted family and community engagement activities designed to build a more inclusive and supportive school community. Teacher teams analyze data twice per month during grade team PL meetings on Mondays after school.
10/03/2022	01/31/2023	Leverage teacher leaders, including PCT and UFT teacher center lead, to develop community building best practices within engagement contact groups.
12/01/2022	12/15/2022	Develop a PD that allows teacher leaders to showcase what they have done within the first term to build community with students and families.

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?)
11/01/2022	11/18/2022	Work with student government to roll out surveys related to supportive environment question in measure and reactions to CASE program.
09/16/2022	06/23/2023	Once per Marking Period is school CASE meetings (CASE teachers meet with CASE load to engage in community building and academic progress monitoring through use of restorative practices.

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)
10/27/2022	05/25/2023	APs are assigned monthly in person parent events involved to engage community and families.	Center for Supportive Schools & Commonpoint Queens support as needed
11/01/2022	12/01/2022	Students created and driven parent survey administered by students at their homes with a focus on family feedback to CASE initiative.	
03/02/2023	04/28/2023	Parent trip to Ramapo	Center for Supportive Schools

Human Resources	Teachers, Guidance Counselors, CBOs, Assistant Principals
Instructional Resources	NA
Schedule Adjustments	As a single session school we will use Tuesdays, afterschool parent engagement time for advisory calls and caregiver connections to build relationships.
Other Resources Needed	A google form to entered tiered indicators

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)
Daily Attendance	Year to Date Attendance- ATS 80%	low beginning of school year attendance, no systematic attendance monitoring
Addressing Personalized needs of over aged under credited students	40 Code 39 discharges RFDR for the 2021-2022 school year	No personalized planning for older students

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	34	By June, 2023, Chronic Absenteeism for All Students will Decrease 5%, from 34 to 29, as measured by Chronic Absenteeism Rate in the Insight Beta Tool.
English Language Learners (ELL)	40	By June, 2023, code 39 discharges for overage, under credited for English Language Learners (ELL) will Decrease 20, from 40 to 20, as measured by ATS report RFDR.

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)
		October 15, 2022			
New 407s	Appearance of new 20 day 407s	The number of 407s opened by October 15, 2022	End of June 2022 we had 53 open 407s	25 407s	15 407s
RFDR/ number of code 39 discharges	Number of code 39 discharges	40	no more than 5 by November 2022	no more that 15 by February 2023	no more than 20 by June 2023

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	09/09/2022	Each teacher is assigned a case load of 15-20 students and families to connect with and monitor attendance for over the school year.
09/13/2022	06/27/2023	Every Tuesday during parent engagement time teachers will monitor their caseload student attendance and enter data into a shared google form under the three tiers of Red, orange, purple
09/14/2022	06/14/2023	Weekly attendance meetings will be moved from Fridays to Wednesdays. AP of data will tabulate attendance data from Tuesday engagement time and bring data to Director of Guidance for review at Wednesday attendance meeting. SW will work with Red students, GC will work with Orange and purple.

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	06/23/2023	Monitor internal PIF tracker weekly and during GC 1 to 1 and meeting of progress towards goals.
11/04/2022	05/26/2023	At weekly attendance meeting actively discuss and monitor viable alternative education program options for overage and under credited students that are chronically absent or below credits. Leverage PM school when needed to help students maintain credit accumulation in the face of obstacles to attendance.
11/01/2022	06/23/2023	Use STH and Title 1 SWP funds to purchase laundry cards, work on food pantry donations and our in house clothing store to provide basic needs for students who may be pushed into the work force (resulting in chronic absenteeism).

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)
09/12/2022	09/30/2022	Meet the Teacher nights	teachers will work only with caseload families at newly organized Meet the Teacher Nights. This will allow for more deeper/ meaningful relationships and two way communications.

Human Resources	teaching staff, program assignments of case loads based on home language.
Instructional Resources	Work during grade level teams on Mondays to understand family empowerment, bidirectional communication and Kid Talk
Schedule Adjustments	Single session program,
Other Resources Needed	

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)
Bilingual Service Mandate	87% of program service mandates are met (Program Service Report (2021-2022). 6 Students not served in bilingual special education setting (Provision o Services report).	ICT has not been programmed in Transitional Bilingual Education courses.
Student's Priorities and Voice need to be reflected in IEP	IEP Review Data, point 14D, reflects 0% of IEPs reflect student's priorities.	lack of student participation, agency building in IEP writing process.

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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
Students with Disabilities (SWD) eligible for Spanish language Transitional Bilingual Education	6 SWD were not served in a Bilingual Education program per the requirements of their IEPs	By June, 2023, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD) eligible for Spanish language Transitional Bilingual Education , we will improve Alignment of program services to IEP mandates by an Increase of 5 mandates, ensuring that the 5 instances reflecting unmet mandates (that a SWD who were not served in a Bilingual Education program per the requirements of their IEPs) to serve 100% of SWDs eligible for Spanish language Transitional Bilingual Education in a Spanish Bilingual program, as measured by Program Service Report.
All SWD in Cohort W, X, and Y	0	By June, 2023, to strengthen the quality and implementation of IEPs for All SWD in Cohort W, X, and Y , we will include student generated priorities and increase student voice and measure this using IEP Review Data point 14D with an intended increase of 50%, from 0% to 50%.

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 25, 2022			
Program service report	Enrollment in Transitional Bilingual Education as outlined on student IEPs	Program audits for students with IEPs	5% increase in the ovearall r	90%	100% compliance of mandated services
Student surveys conducted after IEP meetings	Responses to questions regarding meeting "Do you think your goals are reflected on your IEP?"	One to one conferences with students and IEP case managers	50% of students respond positively	60% of students respond positively	80% of student respond positively

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?)
06/30/2022	09/16/2022	TBE certified ICT partnerships	intentionally plan to program for both English and Spanish language ICT classes in all subject areas/ grade levels
09/19/2022	02/24/2023	ways to capture student voice	create a student form for student voice and use benchmark dates to capture student generated data to be used in IEP planning.
09/05/2022	02/24/2023	student feedback	Create a post IEP conference survey for student feedback
08/29/2022	04/28/2023	relationships and trust between students and staff	Assign each SWD to a SWD teacher case manager, to build relationships

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)
08/29/2022	01/31/2023	present goal to parents of SWD	Center for Supportive Schools & Samuel Field Commonpoint
08/31/2022	11/30/2022	Invite SWD students to a principal advisory panel	Center for Supportive Schools

Human Resources	SWD teachers, per session, comp time positions SWD coordinator, Transitional linkage coordinator
Instructional Resources	PD for ICT bilingual partners
Schedule Adjustments	none
Other Resources Needed	none

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)
Credit Accumulation	Stars Admin Scholarship Reports Credit accumulation in math and science courses is @ 15% points lower than credit accumulation in ELA	Inconsistent grading Practices and Familiarity with Academic Policy and Grading Toolkit, Lack of Relationships, Relevance and Rigor.

Graduation Rate SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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	82	By June, 2023, Graduation Rate for All Students will Increase 3%, from 82 to 85, as measured by Graduation 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)
		On track status September 2022			
Graduation Rate	On Track Status inthe Progress to Graduation Tracker	Cohort Y on track status	55%	57%	60%

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?)
09/05/2022	01/31/2023	Assistant principals Monitor gradebooks, tasks assessed
09/05/2022	01/31/2023	Teachers communicate through progress reporting system students in danger of not earning credits each MP
09/05/2022	01/31/2023	Develop PM school for ELA, Alg. 1, LE and SS
09/05/2022	01/31/2023	Saturday regents preparation courses
09/05/2022	01/31/2023	Structures and articulation so students know what they need to do to graduate, increase student agency and ability to self monitor and assess progress towards goal of graduation
06/20/2022	08/29/2022	Hire a devoted and experienced college counselor

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?)
12/12/2022	03/03/2023	Analyze credit accumulation per marking period and include support for teachers in Teacher Support Plans. Make co teaching partnership decisions based on teacher to teacher support opportunities in terms of understanding the school grading policy.
11/04/2022	12/30/2022	Frequent grade book checks and support session on GAMA gradebook. Follow through and documentation by APs to teachers if work is not consistently graded. For teachers that do not use GAMA gradebook implement a system of progress reports.

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)
09/05/2022	06/09/2023	family articulation nights and sessions to build family understanding of pathways to college	Center for Supportive Schools, Samuel Field Commonpoint Queens
09/05/2022	12/30/2022	family articulation night for families to gain knowledge of college credit bearing opportunities to increase college readiness and access.	CUNY LaGuardia

Human Resources	College Counselor, APs, teacher leaders
Instructional Resources	NYC zoom, google classroom, college readiness dashboard, NYC student accounts
Schedule Adjustments	quarterly town halls by cohort(special assembly days)
Other Resources Needed	

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)
Advanced Regents Diplomas	2021-2022 Cohort X- 12 students / 181	Students have lacked access to advanced math and science courses; Programming for the WL Checkpoint B exam has not been systematic
Seal of Biliteracy Diploma Endorsements	2021-2022 20 students earned the Seal of Biliteracy Previous year's the school did not participate in the Seal of Biliteracy program.	Staff were not familiar with the Seal and criteria; there was a history of not awarding WL transfer credits from international student transcripts; Students were not programmed for Checkpoint C AP WL and ELA courses.

College, Career & Civic Readiness (CCCR) SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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	12	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 50%, from 12 to 24 students, as measured by the data from Graduation Progress report in Insight Beta Tool measuring number of Advanced Regents Diplomas earned.
All Students	20	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase by 20 students, from 20 to 40, as measured by the quantity of Seal of Biliteracy Diploma Endorsements earned.

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)
		November 1, 2022			
Completion of four year math sequence and enrollment in 3 math regents exams	Scholarship data and course enrollment	MP 1 Scholarship for math classes	Progress reports in all Math classes by October 10 to monitor credit accumulation.	Scholarship data	Scholarship data
Number of Seals Earned	Enrollment in AP WL and AP ELA courses, grades in ELA classes, NYSESLAT performance	20 Seals	Work with AP WL teachers to identify students who need capstone, align ELA capstone to curriculum and embed in course as an assessment	Progress monitor completions of capstones	Double the number of students earning the Seal

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?)
08/01/2022	06/24/2022	Hire and experienced, devoted College Guidance counselor with experience working with ML students and families; hire an AP of guidance.
06/27/2022	09/02/2022	Support counselor as she works with Juniors, over the summer, for college applications.
08/29/2022	01/27/2023	AP of math works to monitor alignment to curriculum to standards; AP Science monitors alignment to curriculum and lab completion to ensure students can sit for the regents exam. All AP monitor use of standards aligned and cohesive assessment tasks, each unit.
08/29/2022	09/02/2022	12th grade AP and College Counselor present information on the Seal of Biliteracy at both beginning of the year cohort orientation and at quarterly cohort Town Hall.
06/27/2022	09/02/2022	Increase enrollment in two year sequence of AP WL; identify students to take ACTFL exams in Arabic, Bengali, and other non AP languages.

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?)
11/08/2022	12/30/2022	Ensure all 11& 12 grade ELA and WL teachers understand and are proficient in the Seal of Biliteracy. Identify eligible students by the end of Fall term so they have time to work on capstone beginning in February.
10/24/2022	11/25/2022	Share progress to graduation tracker, from insight beta tool, by CASE load in an effort to build staff understanding of diploma / advanced regents requirements. Maintain programming of all students in regents terminating math and science courses.
11/01/2022	05/31/2023	Program students by cohort for regents exams to ensure that students are not hand selected for regents seat eligibility.

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)
08/29/2022	12/30/2022	Parent information sessions at PA meetings	Assistant principals facilitate presentations at PA meetings on college readiness topics.
09/07/2022	11/25/2022	Parent workshops on diploma types, endorsements and college applicatons	Samuel Field- Commonpoint Queens,

Human Resources	College Advisor, Teachers, Guidance Counselors, Assistant Principals
Instructional Resources	College and career curriculum/career exploration/CBO targeting College Readiness
Schedule Adjustments	As per student and parent needs (after school, weekends, etc.)
Other Resources Needed	per session for extra curricular activities, College and Career funds for trips, CBOs, etc.

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)
Tier 2 and 3	Gradebook review, credit accumulation	Tutoring	Small group (Less than 20) based on instructional gaps and data needs.	Before, During Schools After School, Saturdays	no
Tier 3	Attendance	Small Group Intervention	Small group intervetion with rewards, certificates, and celebrations of improvement.	Before and During School	no
Tier 3	Behavioral/Socio Emotional	Small Group Intervention	Small group of similar interest or needs, one to one based on identified needs.	During School and After School	no

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)
One to one check in Tier 3	DESSA survey rating of high needs	individual counseling	one to one	During school	no
Daily AM/ PM check in - Tier 3	Chronic Absenteeism	check in	individual	During school	no
Extended Learning opportunities- Tier 2	Academic performance and credit accumulation	tutoring	Tutoring	After school	no
One to One check in - Tier 3	Teacher / Guidance referral	counseling	one to one	during school	no
Restorative Circles- Tier 2	Admission date	Restorative circles	small group	lunchtime	no
Tier 3	Parent Referral	counseling	one to one	during school	no
Restorative Circles Tier 3	DESSA survey rating of high needs	restorative circles	small group	lunchtime	no

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**.

Identify the number of Students in Temporary Housing who are currently attending your school. 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.	150 students

Describe the services you are planning to provide to the STH population.	Check attendance regularly to ensure students are in attendance. Ensure that key staff members know the academic and social history of the students. Group tutoring, supplies and materials to attend school. Mandated individual counseling to assess needs, progress, and improvement. Anecdotals in iLog and Skedula to ensure communication and progress. Individual meetings with parents/guardians and students to assess needs and how the school can assist. Offerings of: tutoring, devices, pantry, sports. Mentoring students with key organizations and staff members. Waivers for: exams or college applications

Expanded Learning Time (ELT) Support

The ELT program aligns with Multi-Tiered Systems of Support (MTSS) and will be offered to all eligible students who are considered at-risk of not meeting state standards. Note: Receivership schools must commit to 200 student contact hours of ELT.

Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.	We offer both Title III funded, in house developed Expanded Learning Time opportunities and ELT offered and facilitated through the Community School Model. Title III ELT focusses on additional academic support and tutoring. This includes opportunities for both content tutoring, focusing on four main content areas held both after school and on Saturdays and regents preparation courses on Saturdays and credit bearing courses opportunities on Saturdays and during a PM school. In partnership with our lead Community School CBO we offer ELT opportunities of a variety of enrichment five days per week after school and five days per week during each of the three lunch periods. Club offerings include: zumba, yoga, chess, jewelry making, board games, music, electronic music, and dance.

2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.	Academic ELT opportunities are posted for teacher per session with preference of selection criteria identified in the posting to ensure we hire subject certified teachers. If we cannot identify licensed Newcomers HS teachers to work during our Saturday program we share the posting with the neighboring D30 schools (specifically Academy of American Studies and Info Tech)and recruit from a wider pool of teacher applicants.

3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.	Much of our ELT for core academic areas is taught by Newcomers HS teachers. There are shared curriculum folder and files that serve as a guide for the course work offered during the day. The ELT program has a central supervisor and, as ELT is a per session activity teachers can be rated and provided feedback on both the content and method of their delivery of learning.

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.

Parent and Family Engagement Policy

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. [Newcomers High School], 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.

Support for Parents and Family Members of Title I Students

Newcomers 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;

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 Day events; • establishing a Parent Resource Center/Area or lending library; instructional materials for parents; • encouraging more parents to become trained school volunteers; • providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)
Newcomers 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; • read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes); • set limits to the amount of time my child watches television or plays video games; • promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; • encourage my child to follow school rules and regulations and discuss this Compact with my child; • volunteer in my child's school or assist from my home as time permits; • participate, as appropriate, in the decisions relating to my child's education; • communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district; • respond to surveys, feedback forms and notices when requested; • become involved in the development, implementation, evaluation and revision to the Parent 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**.

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**.

A. School Information

District:	30
Borough:	QUEENS
School Number:	555

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	Elizabeth Messmann
Assistant Principal	ELIZABETH ACERRA, HUMANITIES
Coach	Lori Ungemeh
Coach	N/A
English as a New Language (ENL)	Bonnie Kominos
School Counselor	Oscar Alfonso
Teacher/Science	Kevin Jackson
Teacher/Bilingual SS	Arabelva Rodriguez
Parent	Ayme Lopez
Parent Coordinator	Valeria Natividade Ulusoy
Related-Service Provider	Alexandra Gordon

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:	22
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]:	N/A
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	8
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:	11
Number of certified teachers with a bilingual extension not currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

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]:	4

D. Student Demographics

Total number of students at your school (excluding pre-K):	1014
Total number of current ELLs at your school:	912
Total percentage (%) of current ELLs at your school:	89%
Total number of former ELLs at your school:	57
Total percentage (%) of former ELLs at your school:	6%

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	GE	SPANISH	1998										16	19	18	18	71
TBE	ICT	SPANISH	2022-23										2	3	2	1	8
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: 18	total: 22	total: 20	total: 19	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL)?	Yes

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**.

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]). Stand-alone English as New Language (ENL)	Upon registration, all Entering students are grouped homogeneously into 2 grade bands (9-10 / 11-12) and are programmed for sequence 81 of ENL their first year in our school, then continue to follow the sequence until they reach Transitioning. Sequence 81 and 82 are "Literature and Identity" courses which contain basic language structures and vocabulary alongside scaffolded speaking and writing opportunities about literature across themes of identity and coming of age. Curriculum is teacher-created. All Emerging students are grouped into 2 heterogeneous grade bands (9-10 / 11-12) and are programmed for sequence 83 of ENL their first year in our school, then continue to follow the sequence until they reach Transitioning. Courses are embedded in student schedules as a daily class with direct instruction taught by an ESOL licensed teacher. Sequence 83-84 entitled "Exploring Global Issues Through Literature" provides genre and skills-based instruction appropriate for the Emerging level and based in texts across themes of enduring issues such as the environment, food scarcity, global conflict, labor movements and political figures. This course is aligned to Global history curriculum as the majority of students are 9-10th graders. Students Sequence 85-86, majority entitled "Writing Across the Curriculum" covers themes across American history, as well as targeted skills development aligned to the ELA and US History Regents exam, as the majority are taking those exams this year. Graduating seniors still requiring services take sequence 87-88, a course focused on Social Issues in Literature and aligned to teaching students about activism and civic engagement through reading and writing. Courses run M-F 45 minutes each / 225 minutes weekly. All Standalone ENL courses are taught by ESOL licensed teachers.
Integrated English as New Language (ENL)	Integrated ENL/ELA: All students are grouped by grade. 9th and 10th graders are then tracked into two proficiency bands (Entering/Emerging and Transitioning+). The rationale for this is that the vast majority of our students in these two grades have just arrived to the country, and NYSITELL trends indicate that 70% or higher of our 9th-10th graders are Entering/Emerging and require targeted support and curriculum. 11th and 12th grade Integrated ENL/ELA courses are heterogeneous. Courses are direct instruction taught by an ESOL licensed teacher and an ELA licensed teacher OR a dual licensed teacher. Courses run M-F 45 minutes each / 225 minutes weekly. We are opening a SIFE Integrated ELA/ENL program beginning in Fall 2022. Students will be grouped by 2 ELL proficiency level bands: "QA= EN-EM and "QB"=Transitioning or higher, grade (9th grade cohort enrolls in EES81-82, 10th grade EES83-84, 11TH GRADE EES85-86, and 12th grade EES87-88. Course instruction focuses on teaching students high utility academic vocabulary as well as genre and skills-based strategies to navigate access to grade level text. Each grade's texts and culminating assessments are structured around Regents-aligned tasks and yearlong essential questions. 9th grade course themes include Identity and Coming of Age, 10th grade themes include the Immigrant Experience, 11th graders examine Multiple Perspectives of the American Experience and the American Dream, and 12th grade analyzes Equity and Social Justice through literature. SIFE students are enrolled in the EES81 or 83 SIFE course as determined by the SIFE screener and in-house assessment. Their instruction aligns to the grade level curriculum but includes targeted instruction in literacy skills, phonics, and adapted texts. Integrated Math/SCI: All Entering students are programmed for Integrated ENL and science or math course. Courses run M-F 45 minutes each / 225 minutes weekly. Some Emerging students may be programmed for this course as well when electives and additional content area support are needed. The rationale for providing additional ENL minutes to our students is that the vast majority are new to the country and our school system, and benefit greatly from additional language support. ELL instruction focuses on vocabulary, sequence language, and ways to express procedural knowledge in mathematics.

Bilingual Education (If applicable)
 	
    ■ Transitional Bilingual Education (TBE) program
    ■ Dual Language (DL) program
	Our school has TBE programs in Spanish. All students are grouped by grade and Spanish literacy levels as indicated by the Spanish LAB. Students are grouped heterogeneously except for Standalone ENL in 9th-10th grade. Integrated ENL/ELA is programmed as described above: Students will be grouped by 2 ELL proficiency level bands: "QA= EN-EM and "QB"=Transitioning or higher, grade (9th grade cohort enrolls in EES81-82, 10th grade EES83-84, 11TH GRADE EES85-86, and 12th grade EES87-88. Course instruction focuses on teaching students high utility academic vocabulary as well as genre and skills-based strategies to navigate access to grade level text. Each grade's texts and culminating assessments are structured around Regents-aligned tasks and yearlong essential questions. 9th grade course themes include Identity and Coming of Age, 10th grade themes include the Immigrant Experience, 11th graders examine Multiple Perspectives of the American Experience and the American Dream, and 12th grade analyzes Equity and Social Justice through literature. SIFE students are enrolled in the EES81 or 83 SIFE course as determined by the SIFE screener and in-house assessment. Their instruction aligns to the grade level curriculum but includes targeted instruction in literacy skills, phonics, and adapted texts. Integrated Math/SCI: All Entering students are programmed for Integrated ENL and science or math course. Courses run M-F 45 minutes each / 225 minutes weekly. Some Emerging students may be programmed for this course as well when electives and additional content area support are needed. The rationale for providing additional ENL minutes to our students is that the vast majority are new to the country and our school system, and benefit greatly from additional language support. ELL instruction focuses on vocabulary, sequence language, and ways to express procedural knowledge in mathematics. All students are programmed for World Language Spanish and content area courses in math, science, and social studies are embedded in student schedules as daily courses 45 minutes each / 225 minutes weekly. The number of bilingual courses is based on ELL level - Entering SIFE students will be provided a Spanish literacy course with a 4 course sequence. Non-SIFE Spanish speakers in the TBE program will enter the sequence at sequence 3, culminating in 2 years of AP Spanish language and AP Spanish Literature. Instruction in these courses include the reading of literature and texts that are connected to varied identities of our students who hail from South, North, and Central America as well as Europe. Teachers focus on strengthening of the home language in academic high utility vocabulary aligned to ELA courses, and formal register in writing. Students engage in academic discussion and writing, and research around topics of current events in Spanish-speaking countries around the world and the Latino immigrant experience. They are taught by appropriately licensed teachers. Entering students are given a minimum of 2 bilingual courses, with an optional third for students who require additional support (new admits, late admits, students with IEPs or SIFE). Emerging and higher are scheduled for a minimum of 1 bilingual course, with the possibility of an additional course when additional support is required.

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?	Using the ATS report RFSF, we program students according to their program enrollment as determined by the Parent Program Selection and NYSITELL/NYSESLAT proficiency level. For new admits, the ELL Coordinator enters this data into STARS for the Program Chairperson to reference. Every course at Newcomers HS is scheduled Monday-Friday 45 minutes each / 225 minutes weekly. All students in the TBE program receive this amount of minutes for Home Language in Spanish AND Integrated ELA/ENL. All Entering and Emerging students receive Standalone ENL for this amount of minutes. All Entering students receive this same amount of minutes in Integrated Math/ENL or Integrated Science/ENL. Integrated ENL/ELA is scheduled for all students, HLA is scheduled for all Transitional Bilingual students, and Standalone ENL is programmed for all Entering/Emerging students, with Entering students (and some Emerging students depending on space and individual need) receiving Integrated ENL and science or math.

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?	Science and Social Studies - ELL instruction is taught by two licensed coteachers or one dual-licensed teacher. Instruction focuses mainly on high utility and tier 3 content specific academic vocabulary, designing language objectives that provide students linguistic access to content objectives, such as expressing comparison and contrast, sequence or procedural knowledge, and description of specific content concepts. Opportunities to express learning in all 4 modalities are provided through annotation or chunking of text, video input, academic discussion and writing tasks. Students are grouped based on ELL level and provided scaffolds for language production such as graphic organizers, sentence frames, and bilingual word walls. Teacher utilize their knowledge of ELL proficiency level to provide an accurate ratio of home language support - Entering students receive more content and produce more in the home language than in English (70%-30%), Emerging receive more content and produce more in the home language than in English (60%-40%), Transitioning students are 50%-50% and Expanding students 30-70%.
How is the students' home language integrated into instruction?	Teachers present word walls, texts and directions in both languages. The percentage of language production in English is expected to increase over the years according to ENL level: Entering students 30%, Emerging students 40%, Transitioning 50%, and Expanding students 70%. All classrooms receive class sets of paper bilingual dictionaries and content glossaries as well. Students receive texts in both languages, but are asked to read and write in English only during specific points in the lesson or for particular learning activities. Verbal directions are given in English, but written instructions in Spanish and English. Students may ask for clarification in Spanish, but produce responses in English in alignment with their mandated English language proficiency level ratio.

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**.

1. What is the composition of the ELL subgroups at your school? 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?	According to the 9/16 RFSF report, of 860 current ELLs, 803 or 93% of our ELLs are newcomers (0-3 years of service). 81 students, or 9% are Developing ELLs. Less than 1% of our newcomers are Long Term ELLs, and Students with Inconsistent/Interrupted Formal Education make up 3.2%. Effective services for our Newcomers include a variety of supports as they make up the vast majority of our population. Upon registration, students and families are onboarded and welcomed by our Parent Coordinator and our Community Liaison. Students are provided with a backpack, school logo branded clothing, and supplies for learning. They receive a tour of the school and packets of information regarding key resources for immigrant families. Spanish-speaking newcomers will often opt in to bilingual education and receive 2 content area courses in Spanish. All newcomer Entering/Emerging are tracked into ELA together as a group with targeted curricular and instructional supports such as translated materials, bilingual dictionaries and glossaries, and all teachers in our building undergo regular staff PD sessions on MLL teaching strategies. Standalone ENL courses are aligned to the grade's ELA and SS curriculum thematically. Instruction differs for this population in the selection of English language literature - adapted or chunked texts are provided in addition to strong scaffolding such as sentence frames, templates and word bank to enable them to access grade level content. We try to register the majority of EN-EM students who are also Newcomers with two licensed teachers as opposed to one dual licensed teacher to offer more support. Developing or Long Term ELLs receive the same scheduling based on ELL proficiency level and are targeted for outreach via attendance team tracking and initiatives, and after school or Saturday program enrichment and academic support.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	9 students, or 1% of our ELL population, are long-term ELLs. Services for these students differ in that they receive targeted support in developing their reading and writing skills, targeted grouping with students who are less verbally fluent but stronger in reading and writing to provide peer support. We also include multiple opportunities for students to work through the writing process and draft 2-3 times before finalizing a writing response. Effective services for these students would be strong focus on reading and writing interventions, and inclusion in leadership roles in the classroom for listening and speaking, as these students tested higher on those skills than others. We are adopting an advisory approach to relationship building next year, and will assign grade teams to monitor caseload students' attendance and level of engagement in the school community. Teachers will be provided with their students' EDAT data to assist their work in this. The Humanities Department will be receiving training in Writing Revolution strategies and guided close reading with Notice and Note Signposts for Fiction and Nonfiction.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	81, or 2.7% of our students are former ELLs. Former ELLs receive continued integrated ELA and ENL as they are programmed with Transitioning and Expanding students. For example, all former ELLs receive the integrated ELA-ENL course that aligns to their grade. These courses are taught either by a dual licensed ELA-ENL teacher, or co-taught with a licensed ELA and ENL teacher team. While the opportunity is offered to all, we encourage former ELLs to enroll in College Now and AP for All courses to raise their level of college readiness. We offer these students multiple opportunities to participate in student leadership roles such as mentoring new arrivals, participating in student orientation.

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?	As per the April 2022 EDAT, modalities of need indicated on the 2021 NYSESLAT were the productive skills, speaking and writing, across all 4 grade levels. This was the same trend indicated in 2019. Overall, we noted that strength in all 4 modalities increased significantly by grade, with 11th graders showing the largest amount of high scores in each modality except writing, where they were outperformed by the 12th graders. This is not surprising, given that the bulk of our new admits arrive in the 10th grade, but have generally been in the country for at least one year by the time they reach 11-12th grade. The highest need overall, across grades, was in speaking. Considering the deleterious effects of the pandemic and remote learning on our student population, who by and large suffered a lack of access to high speed internet, electronic devices, this was not surprising either.
3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?	12 Emerging, Transitioning and Expanding students failed the ELA Regents exam. 3 Transitioning or Expanding students achieved scores of 65-85, and no students scored above that. No Entering or Emerging students passed the exam, and no Commanding student failed. These numbers did not surprise us as the majority of Entering and Emerging students simply have not yet acquired enough English to succeed on a high-stakes language test like the ELA Regents. This aligns to NYSESLAT data, which indicates students scored low in writing, which comprises 2/3 sections of the Regents exam for ELA. 5 students populated data for NYSESLAT and 3-8 Assessments. The only math data provided in conjunction with NYSESLAT was the 3-8 Assessment, which showed that as a student's proficiency rate increased, the more likely their scores on that exam would also increase.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	43% of our ELLs have 3 At-Risk indicators or more. 79% of our ELLs are at risk because of being over-aged and under-credited. 19% of our students live in temporary housing. These large numbers can be explained in part due to the fact that we have rolling admission and a large number of our students join the school later in the school year. We are still admitting students usually until the last day of school. A new trend that was noticed this year is the increase in students who identify as American Indian/Native Alaskan by 3%. These students also make up the largest racial sub-group of students with 5 or more risk factors - 60% of our students with 5+ risk indicators are American Indian/Native Alaskan. Consistent attendance positively impacts student achievement, as the students experience more continuity and cohesion of instruction and engagement. Generally speaking, ELLs with low attendance are more likely to fail classes or be under-credited. Supporting data: we are in the process of reviewing attendance data and coordinating with ELL data reports to check whether our qualitative observations and reports by teachers align with a quantitative analysis. Update coming soon.
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?	The largest language groups represented at our school are Spanish, Chinese, Arabic, and Bengali. We have staff who speak Spanish, Arabic, and Chinese, but not Bengali. Translation and Interpretation Unit is utilized for all major family announcements sent home, and students provide morning announcements over the loudspeaker daily in English and Spanish, while the other languages are translated on a grade-specific Google Classroom set up by our COSA. Our Student Government represents each of these language groups to ensure students have peer liaisons. Teachers utilize Google Translate frequently for documents and class materials, and we have multilingual and home language speaking staff check the translations before materials are disseminated whenever possible. Interpreters from our staff or T&I Unit staff are invited to any meeting ELL parents attend, like parent association, SLT, or ELL Parent Meetings to facilitate family communication. Many staff utilize Nearpod in their daily instruction, which utilizes Microsoft immersive reader, thus making instructions and text accessible to students of all ELL levels.
6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education** (CR-SE)?	According to the April 2022 EDAT, 28% of our Hispanic ELLs identified as American Indian or Alaskan Native, 18.6% as Black, and 53% as White. Overall, Hispanics comprise 86% of our ELL population. Non-Hispanic American Indian/Alaskan Natives comprise 5.5% of the ELL population, Asians 9%, Black 17.2%, and White 49%. As noted above, our American Indian/Alaskan Native population enrollment increased by 3% (it's likely slightly higher than this, once enrollment numbers for April, May, June are taken into account). As an ELL majority school, our school environment is welcoming and affirming in that we provide supports to students in the home language whenever possible, so that students always feel comfortable expressing themselves in class even when they are not yet proficient in English. For example, All students have access to bilingual dictionaries and glossaries, signage and letters home are provided in home language whenever possible. Our library contains a wide variety of multilingual literature for students to access. We promote a wide array of student clubs through our Community Schools partnerships to help students build a sense of community. *We are in the process of scheduling after school clubs and activities. Will update once all club offerings are in place. Our high expectations and rigorous instruction are evident in the leadership roles we encourage our students to take on in Student Government, including but not limited to regular meetings with the SLT and administration as well as outreach to newly arrived students. This year, our principal met with student focus groups and surveyed the whole population to gain student insight on our schoolwide instructional practices, and addressed the findings in subsequent faculty meetings to help narrow our PD focus to meeting needs expressed by students themselves. Our curriculum is inclusive; the ELA curriculum was designed by the assistant principal and the principal in collaboration with Queens North content lead specialists and outside coaches, which provides a diverse array of authors from around the world, representing various cultures, ethnicities, races, religions, and individual experiences. Noting the increase in American Indian students, we are adapting our ELA and Spanish curriculum to include a wider array of indigenous voices and a unit on the concept of "standardized" language is being workshopped in our 11th grade. Within core content such as math, science, and social studies, we align units and lessons to the NYS standards and ensure that students are given access to grade appropriate content and materials with appropriate scaffolding for language access. All teachers are expected to design strongly aligned content and language objectives based in state standards and with the goal of assisting students in accessing content. Our ongoing professional learning plan is being reconfigured to allow for content and grade team structures next year. The Assistant Principal is meeting this month in smaller content teams with the support of Queens North content specialists in ELA to design model units of instruction and review the current curriculum maps for inclusion of CRSE in literature selection as well as spiraling of the skills needed to prepare our ELLs for the English Regents by 11th grade.

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?	ELLs with IEPS: There are 19 who took the 2022 NYSESLAT. 1 was Entering, 4 students were Emerging, 4 Transitioning, and 8 were Expanding. 1 Commanding. We noted improvement in performance since 2022. All students progressed one level. SIFE students: 47 SIFE students have results for the 2022 NYSESLAT. One student has had 4 years of service but not progressed beyond Entering, and the remaining have 0-1 years of service. Several issues impacted these students, including lack of home language literacy and poverty, in addition to residual learning lag as a result of remote instruction or inaccessibility to education during the pandemic.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	Since our school is nearly 90% ELLs, they are of course factored into every decision we make. We are restructuring our professional learning to accommodate biweekly content and grade level teams to target strategies that encourage vertical and horizontal alignment. Each assistant principal is culling teacher feedback on how the department/content area's mission and vision aligns to our schoolwide mission and vision to streamline content team and grade work for the Fall 2022 instructional focus. These teams will meet on a regular basis to discuss research-based approaches, student data, and targeted strategies that enhance the delivery of instruction. We are expanding our ICT and coteaching classes as well - we have engaged Blue Engine to train 6 pairs of coteachers in service of building teacher capacity to serve as model teams/lab classrooms. This is with the understanding that ELL students require support and are best served in coteaching environments. We are also opening a SIFE program to target English and Spanish literacy and math instruction for our increased SIFE population. We also collaborate with students to identify areas of interest, celebration, and need in instruction and engagement. The principal structured regular meetings with a focus group of students to glean insight into instructional glows and grows. Some of the areas of support that will continue this year are around professional development on the following topics: engagement, building relationships, designing units with relevant and rigorous content, discussion, and writing. We will also continue to promote student voice by having surveys designed and administered by students, including Student's Presentation on Best Practices in Classroom Instruction and Survey Results, How to Promote Conversations about College and Career Readiness. We have added the position of UFT Teacher Leader for this school year as an additional resource for our teachers.
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.	All curriculum is aligned to the Next Generation Standards. In BOTH ENL and TBE program, students are given daily 45 minute classes of Integrated ENL/ELA either with one dual licensed or two appropriately licensed teachers, which is programmed by grade. In ENL, depending on ELL level, students receive either 1 or 2 bilingual Spanish classes in Social Studies, Science, or Math. Courses are programmed according to grade level and home country transcript credit evaluation. In the bilingual classes, instruction is delivered in both Spanish and English, with bilingual English/Spanish word walls, and students produce verbal and written responses in Spanish and English, the ratio of which is determined by NYSESLAT levels. Teacher-centered inquiry work in content meeting, grade teams, common planning and professional development will be triangulated to provide a cohesive approach and consistent methodologies for implementation in order to engage students as part of the focus priority. We will also conduct Instructional cabinet with non-evaluative learning walks, instructional coaching, Advance observations, and department/grade meetings to identify instructional trends and implementation of department wide protocols across all subject areas. The administration will be providing meaningful feedback through learning walks and AP lab classrooms to create systems that promote an environment of support and trust. The instructional approaches and strategies will focus on supporting professional development, teacher teams and the implementation of several protocols that will give teachers the opportunity to select the one that fits the needs of their class based on student's languages proficiency levels and language of instruction (Spanish, ESL/English). To encourage cohesion, we are asking strategies to be implemented across ELL programs; some examples include See/Think/Wonder/Connect, Learning Ambassadors protocol, Think/Write/Pair/Share etc... Bilingual and HLA teachers use these strategies in both languages to minimize cognitive load for students to work in English in other classes.

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.	Our curriculum is teacher-created, and includes grade level materials such as current events news articles, nonfiction texts, and a variety of novels written from diverse perspectives by authors representative of our student population. Some graphic novels include Almost American Girl, Refugee, Illegal, Hey Kiddo, and March, alongside other works such as Ask Me No Questions, My Family Divided, Girl in Translation, Code Talkers, To Kill a Mockingbird, Enrique's Journey, and the 57 Bus. Technology utilized includes Google Classroom, NewsELA, Nearpod, Google and Microsoft Suite, DELTA Math, LearningAlly and (add science programs). We were supported this past academic year by Queens North content specialists in ELA/ENL in personalized professional learning on coteaching, vocabulary instruction, text amplification, and See/Think/Wonder/Connect. All teachers have been trained in strategies such as See/Think/Wonder/Connect, sentence and essay frames, stems, word banks, matching activities, and translation technology/immersive readers to provide access to the content for students at each level of ENL. All classrooms receive sets of bilingual dictionaries and content glossaries for instruction. ELLs with IEPs are programmed for Special Education Recovery Services according to their flagged level of need and home language. ISS Coteachers provide supports specific to student IEP mandates, and can include executive functioning support such as guided notecatchers for class, or differentiated visual presentation of content materials. UPDATED JUNE 2022
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?	We ensure that all classes comply with IEP mandates. We have 7 teachers with Special Education licenses, one of whom has a bilingual extension and 3 of whom speak Spanish, 1 who speaks Bengali. These teachers co-teach content area classes and provide SETTS. These students are given alternative means of completing assignments based on their unique needs outlined in the IEP. The ICT teachers work collaboratively, and meet weekly to make assignments and content accessible to these students. Translation tools and immersive readers in Nearpod support these students immensely, as well as SERS classes and tutoring before and after school. The school uses multiple entry points to provide scaffolds for students with disabilities based on language proficiency levels and academic levels. The school will continue to assess students to support their knowledge in digital tools to support translations and access to digital resources. The school will have a schedule that will provide additional time to IEP students to attend after school, early school, tutoring and Saturday classes. Students will be provided with instructional resources in their language. The school will continue to partner with Access-VR and other partnerships that promote college and career for students with disabilities. The school will continue with the CDOS programming to provide students with disabilities with an additional pathway to graduation.

Know Every Student Well

SCREENERS 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?	MAPGrowth was the universal screener utilized this year. This data was analyzed by the administration and shared with teachers at the end of each administration. This data will be used to inform Inquiry Teams as well as individual teachers to help plan instruction for small groups during Math, ELA and ENL classes.
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.	For ELLs with IEPS, we provide Special Education Recovery services in early morning sessions as well as after school. This is conducted by a licensed Special Education teacher in small groups. Tutoring is also provided in Spanish and English. We offer after school programs for all ELL subgroups that include tutoring for all 4 content areas, English as a New Language support for Entering-Emerging ELLs, as well as Regents Preparation. Tutoring is conducted in Spanish and English. Entering/Emerging students are offered introductory English classes

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.	N/A
FORMATIVE 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?	With the collaboration of Queens North instructional leads and instructional coaches, teacher-created assessments are used to inform and drive instruction, as well as New Visions. These assessments include reading and writing tasks, as well as mock Regents and open ended stimulus-based questions. will update with data as it becomes available.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	Spanish speakers in the bilingual program receive HLA classes and some elect to take AP Language/Literature classes. Teacher-created assessments are given to students as part of these classes. Teacher-created assessments take shape in a variety of ways: reading comprehension assessments through multiple choice and open-ended questions, text-based short and extended writing prompts, collaborative projects and presentations on culture and language, mock AP exams, and research projects done in the home language. UPDATED JUNE 2022
SUMMATIVE 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).	NYSESLAT, ELA and MATH Regents exams. In the absence of Regents administrations due to the pandemic, we administered Mock Regents in math and ELA. We noted in the ELA that our students struggled with identifying and analyzing central idea, so our department implemented a 4-Step Central Idea protocol in a push across all Humanities classes. We noted an improvement in our students across the board in their ability to independently analyze the central idea of a text. Teachers adapt curriculum to best support access for our Entering/Emerging ELLs based on the results of the NYSESLAT. Our ELA curriculum is tailored to meet the needs of our majority Entering/Emerging students, for example. Grade level texts are chunked into focus texts or amplified in side by side formatting, for example. Based on analysis of the the past year's EDAT, for example, we noticed that speaking and writing were areas of challenge for our students, and adopted schoolwide discussion protocols such as See/Think/Wonder/Connect, Think/Write/Pair/Share and Turn and Talk to encourage academic speaking that would in turn support writing.
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.	For the speaking portion, all Standalone ENL and some ELA classes will be scheduled for a 1 day administration over a period of two weeks so that instruction is only disrupted once in each class. All Integrated ENL/ELA coteachers will alternate scoring days during their teaching periods, with options given to Spanish and Standalone ENL teachers to score on coverage/prep periods. ELA/ENL teachers alternate administering the exam so as to permit continued services. We also employ substitute teachers to conduct testing when available to permit teachers to remain in class as much as possible. Due to the large group of over 800 students, all except PhysEd teachers were enlisted to administer the Listening/Reading/Writing portion in a one-day administration during the 2022 NYSESLAT. Following test administration, those trained teachers and licensed substitutes will be scheduled for scoring during and after school and on weekends for per session.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	To support our ELLs with IEPS, we purchased a system called REWARDS for use in the Special Education Recovery Services, which builds literacy in decoding multi-syllabic words, and ISS teachers collaboratively design access scaffolds such as graphic organizers, color-coded or formatted texts, Microsoft immersive reader, and guided notecatchers. In collaboration with instructional consultants and Queens North instructional content leads, Newcomers generated a teacher-created thematic genre-based English Language Arts and aligned Standalone ENL curriculum with high levels of academic rigor and exposure to grade level texts. Teachers provide translated summaries of texts, visual summaries of texts, and multilingual vocabulary word walls as supports. Spanish and French speaking students in all ELA/ENL/Spanish WL classes are provided with the NYU bilingual cognate glossaries. Humanities teachers including ELA, ENL, Spanish WL, and Theater will align with department-wide protocols for literacy and language instruction to encourage cohesion across classrooms. Several themes covered in both the ELA and Standalone ENL courses correspond to the Earth Science, Living Environment, Global, U.S. History, and Government/Economics curriculum to support students with horizontal alignment. All content teachers provide bilingual dictionaries and content glossaries for support: --Social Studies uses a mix of New Visions and Passport to SS in their curriculum. --Science teachers are adopting and adapting the New Visions curriculum. --Math courses
b. SIFE	To support our SIFE students, we are opening a SIFE program including a track for Integrated ENL/ELA and Spanish HLA for Spanish speakers. The ELA and Standalone ENL curriculum will include chunked grade level focus texts, culturally relevant graphic novels, Hi-Lo leveled texts, and include supplemental supports such as the REWARDS system, Heinle Picture Dictionary and workbook, and Wilson Phonics system. In collaboration with instructional consultants and Queens North instructional content leads, Newcomers generated a teacher-created thematic genre-based English Language Arts and aligned Standalone ENL curriculum with high levels of academic rigor and exposure to grade level texts. Teachers provide translated summaries of texts, visual summaries of texts, and multilingual vocabulary word walls as supports. Spanish and French speaking students in all ELA/ENL/Spanish WL classes are provided with the NYU bilingual cognate glossaries. Humanities teachers including ELA, ENL, Spanish WL, and Theater will align with department-wide protocols for literacy and language instruction to encourage cohesion across classrooms. Several themes covered in both the ELA and Standalone ENL courses correspond to the Earth Science, Living Environment, Global, U.S. History, and Government/Economics curriculum to support students with horizontal alignment. All content teachers provide bilingual dictionaries and content glossaries for support: Social Studies uses a mix of New Visions and Passport to SS in their curriculum. Science teachers are adopting and adapting the New Visions curriculum.
c. Newcomer	To support our Newcomer students (based upon NYSITELL, Spanish LAB, and NYSESLAT data) we provide differentiated options for texts within the ELA and Standalone ENL curriculum. This will include chunked grade level original focus texts, culturally relevant graphic novels, Hi-Lo leveled texts, and amplified nonfiction texts in side by side formatting. In collaboration with instructional consultants and Queens North instructional content leads, Newcomers generated a teacher-created thematic genre-based English Language Arts and aligned Standalone ENL curriculum with high levels of academic rigor and exposure to grade level texts. Teachers provide translated summaries of texts, visual summaries of texts, and multilingual vocabulary word walls as supports. Spanish and French speaking students in all ELA/ENL/Spanish WL classes are provided with the NYU bilingual cognate glossaries. Humanities teachers including ELA, ENL, Spanish WL, and Theater will align with department-wide protocols for literacy and language instruction to encourage cohesion across classrooms. Several themes covered in both the ELA and Standalone ENL courses correspond to the Earth Science, Living Environment, Global, U.S. History, and Government/Economics curriculum to support students with horizontal alignment. All content teachers provide bilingual dictionaries and content glossaries for support: Social Studies uses a mix of New Visions and Passport to SS in their curriculum. Science teachers are adopting and adapting the New Visions curriculum. Math courses

d. Developing	To support our Developing ELL students (based upon NYSITELL, Spanish LAB, and NYSESLAT data) we provide differentiated options for texts within the ELA and Standalone ENL curriculum. This will include multiple versions of one text, and amplified nonfiction texts in side by side formatting. In collaboration with instructional consultants and Queens North instructional content leads, Newcomers generated a teacher-created thematic genre-based English Language Arts and aligned Standalone ENL curriculum with high levels of academic rigor and exposure to grade level texts. Teachers provide translated summaries of texts, visual summaries of texts, and multilingual vocabulary word walls as supports. Spanish and French speaking students in all ELA/ENL/Spanish WL classes are provided with the NYU bilingual cognate glossaries. Humanities teachers including ELA, ENL, Spanish WL, and Theater will align with department-wide protocols for literacy and language instruction to encourage cohesion across classrooms. Several themes covered in both the ELA and Standalone ENL courses correspond to the Earth Science, Living Environment, Global, U.S. History, and Government/Economics curriculum to support students with horizontal alignment. All content teachers provide bilingual dictionaries and content glossaries for support: Social Studies uses a mix of New Visions and Passport to SS in their curriculum. Science teachers are adopting and adapting the New Visions curriculum. Math courses
e. Long Term	For our 5 Long Term ELL students (3 ISS 9th-10th graders, 1 GenEd 9th grader, and 1 GenEd 10th grader) we will implement the same supports afforded Newcomers in terms of literacy and vocabulary building to help them access grade level content, and strengthen their academic speaking and writing. 2 students are currently Transitioning, and 3 are Expanding. We encourage our Transitioning and Expanding/Commanding students to take College Now and AP courses as much as possible, also. In collaboration with instructional consultants and Queens North instructional content leads, Newcomers generated a teacher-created thematic genre-based English Language Arts and aligned Standalone ENL curriculum with high levels of academic rigor and exposure to grade level texts. Teachers provide translated summaries of texts, visual summaries of texts, and multilingual vocabulary word walls as supports. Spanish and French speaking students in all ELA/ENL/Spanish WL classes are provided with the NYU bilingual cognate glossaries. Humanities teachers including ELA, ENL, Spanish WL, and Theater will align with department-wide protocols for literacy and language instruction to encourage cohesion across classrooms. Several themes covered in both the ELA and Standalone ENL courses correspond to the Earth Science, Living Environment, Global, U.S. History, and Government/Economics curriculum to support students with horizontal alignment. All content teachers provide bilingual dictionaries and content glossaries for support: Social Studies uses a mix of New Visions and Passport to SS in their curriculum. Science teachers are adopting and adapting the New Visions curriculum. Math courses
f. Former ELLs up to two years after exiting ELL status	For our Former ELLs up to two years after exiting ELL status, we provide continued access to Integrated ENL/ELA as well as encourage enrollment in College Now and AP courses as much as possible. In collaboration with instructional consultants and Queens North instructional content leads, Newcomers generated a teacher-created thematic genre-based English Language Arts and aligned Standalone ENL curriculum with high levels of academic rigor and exposure to grade level texts. Teachers provide translated summaries of texts, visual summaries of texts, and multilingual vocabulary word walls as supports. Spanish and French speaking students in all ELA/ENL/Spanish WL classes are provided with the NYU bilingual cognate glossaries. Humanities teachers including ELA, ENL, Spanish WL, and Theater will align with department-wide protocols for literacy and language instruction to encourage cohesion across classrooms. Several themes covered in both the ELA and Standalone ENL courses correspond to the Earth Science, Living Environment, Global, U.S. History, and Government/Economics curriculum to support students with horizontal alignment. All content teachers provide bilingual dictionaries and content glossaries for support: Social Studies uses a mix of New Visions and Passport to SS in their curriculum. Science teachers are adopting and adapting the New Visions curriculum.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Both programs tailor home language support to the ELL proficiency level. All teachers are provided with resources to facilitate this differentiation: AP Humanities and testing coordinator share biweekly updated class ELL data including proficiency level, admit date, home language, IEP status, and ELL Program selection to ensure teachers are up to date on newly enrolled students. AP Humanities also shares schoolwide the ELL Language Acquisition chart provided by the Office of ENL, Bilingual Education and World Languages to support teachers in understanding what students are capable of in English at the different ELL proficiency levels and aligning best instructional practices to those guidelines. Home Language support in the TBE program is assessed through teacher-created assessments such as reading tests and writing responses. Students are enrolled in a tracked Spanish WL sequence according to their grade and Spanish literacy level determined at enrollment by the Spanish LAB and teacher assessment. SIFE and/or students with low Spanish literacy are programmed for the 61-62 courses, those with adequate Spanish literacy start in the 63-64 courses and follow the course sequence through to 65-66, AP Spanish Language, and AP Spanish Literature. In the ENL program, home language supports include strategic grouping by home language and ELL proficiency level, providing translated summaries of texts, allowing students to write first in their home language, then assess the response after translation. Students are supported to write in English with the use of scaffolds.
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?	Our school is offering a 2-sequence Spanish as a World Language course to speakers of other languages, meaning the course runs over one year, with sequence 1 occurring in the fall and sequence 2 occurring in spring. We are identifying students currently eligible for the New York State Seal of Biliteracy based on Checkpoint A and Checkpoint B exam completion, which can include LOTE. We are expanding this offering to our Arabic speaking students with the introduction of the STAMPS exam. Our first round of graduating seniors were presented with the award this year, and we hope to expand to project-based opportunities for students who speak languages other than Spanish in the upcoming years.

21st Century Adult Learning

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.	We conducted extensive staff training on how to incorporate CRSE into their instruction daily and adopted "Mindful Mondays" during school announcements, where our Peer Collaborative Teacher introduced various mindful breathing and affirmation activities for the school to do as a community As part of our Community School status, we are partnered with a variety of CBOs that support student SEL needs through the provision of a variety of clubs and after school activities. Our ISS teacher now serves as the UFT Teacher Leader who supports our staff with instructional coaching. 6 coteaching pairs in ENL and Special Education and Math/Science/ELA are working yearlong with Blue Engine to build capacity of those pairs to serve as model classrooms for coteaching in majority ELL classroooms. One of our Special Ed licensed teachers was trained in Restorative Justice circles and schedules circles daily to welcome new students to the community and re-engage those who are struggling with behavior or attendance. A designated space has been set aside for this activity which takes place during lunch periods.
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).	We schedule teachers for Queens North PL opportunities as they arise. Supervisory APs will be maintaining a shared spreadsheet populated with data entered by teachers on Google Forms to help track each workshop they attend, and facilitate follow up for supervision afterward. The Humanities AP forwards all QN ELL Professional Learning Opportunities to fellow supervisory APs. The majority of PL conducted on site is focused on ELL-specific professional development, separated by content area. We will be meeting biweekly in alternating content and grade teams. For example, humanities teachers will be grouped for professional learning on helping Entering/Emerging ELLs navigate grade-level and non-fiction text through the use of common reading and vocabulary strategies. Math and science teachers will be grouped or separated to work through strategies specific to their content areas for numeracy and math language development. Staff-wide professional learning will also be provided for school-wide strategies (usually in vocabulary or discussion techniques that can be applied universally). Attendance for all PD is recorded on paper sign in sheets or through Google Forms by the facilitator and submitted to the Payroll Secretary or Principal's Secretary for filing/maintenance of record. As more than 90% of our students are ELLs, all Professional Learning sessions contain ELL-specific components informed by compliance awareness and targeted pedagogical strategies, thereby meeting the mandates for all teachers.

Strong Family-Community Ties

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.	We are adopting a schoolwide focus this year on relationship building and fostering symbiotic partnerships with caregivers. To that end, we will participate in parent outreach advisory teams whereby each staff member will be assigned a 15-20 student caseload. Grade teams meeting biweekly will conduct regular check-ins with students and update the team regarding progress. Each team member is responsible for conducting and documenting regular caregiver outreach, both positive and interventional, on behalf of the team. This caseload manager will also conduct the annual ELL Parent Meetings. Our goal is that every student will have at least 3 adults they can identify as a point person for issues, concerns or support. Newcomers High School will support and empower families and caregivers by: • providing materials and training to help them work with their children to improve their achievement level, e.g., literacy, math and use of technology • providing them 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 partnership to ensure that caregivers can effectively support and monitor their child's progress • providing assistance to caregivers in understanding City, State and Federal standards and assessments • sharing information about school and caregiver related programs, meetings and other activities in a format, and in languages that they can understand • providing professional learning opportunities for school staff with the assistance of caregivers to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community We employ WhatsApp groups for messaging caregivers and disseminating information quickly as well as providing an open forum for caregivers to pose questions and network with each other. attendance for all caregiver meetings is taken with QR codes for Google Form sign ins as well as paper for those who cannot access online methods.
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.	We will divide our student population of roughly 1000 students among all teachers. Each teacher is assigned 15-20 students, matched by mutual home language when possible. Each teacher will be asked to utilize their family outreach time to conduct the meeting with each parent by the end of the school year, and document completion or outcome in a shared document schoolwide. Parents will have the option to attend virtually or in person. Every Tuesday staff are mandated for Outreach time 40 minutes, and attendance is taken in a shared school Google Form. Records are maintained in the DOE Google Drive. As part of our agenda, we will provide each parent (in the home language when available) with the ELL Parent Bill of Rights, ELL Parent Guide to the NYSESLAT, their child's individual NYSESLAT results report from 2022 as well as the translated guide to reading the report. Teachers verbally explain the results and when applicable, the progress of the student in each modality from last year. We also review the student's grades and transcripts on PupilPath and register parents who don't yet have access. We review the chart of recommended ratios of English to Home Language instruction in Bilingual education classes. We also provide helpful resources such as the number for Dial-a-Teacher, recommended language learning apps and websites to help their child improve their English at home. Newcomers High School have multilingual support staff who can provide translation and interpretation for parents and teachers. When necessary, teachers will utilize Over the Phone Interpretation. Teachers are provided training with a guiding script / agenda to ensure continuity of annual individual meetings with ELL parents, as well as a schoolwide shared Google folder with a spreadsheet containing the names, contact information, ELL proficiency level, and the official NYSESLAT results for each student.

Additional Information

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.	N/A

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

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).	The Orientation process in school is an in-depth introduction to our school, whereby students are introduce to PupilPath, the school website, Google Classroom, their new nycstudents Gmail account, tutorial videos on these topics, and important people to know and where they are located in the school via guided tours. Our Program Chair provides invitations to the grade appropriate Google Classroom, which has announcements of important events in the school, and links them up with members of student government who reach out to welcome the new students. Students are gifted a backpack containing school supplies as well upon first entry to the school. This process is run by the parent coordinator, the ELL Coordinator, Program Chair, the Community Assistant, Assistant Principals and guidance counselors. UPDATED June 2022
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.	Members include the Community Assistant, ELL Coordinator (ENL teacher) and the Program Chair (ENL teacher). Also involved are the school aides, pupil accounting secretary, the guidance counselors, the Parent Coordinator, the AP of Humanities, and the student government. Once the Family Welcome Center sends us notification of a new student, the e-mail notification containing the student's information is saved, and upon entry to the school families are directed to the Parent Coordinator for review of necessary registration documentation and collection of vital contact information, as well as referral to the liaison for healthcare if needed and the medical office for school vaccine paperwork. Once this is confirmed, families are processed in the main office and greeted by the Main Office staff including the Parent Coordinator and the Principal's Secretary, who explains the flow of the day and notifies the ELL Coordinator. Guidance counselors review the home country transcripts for credit transfer evaluation and grade placement. The ELL Coordinator administers the HLIS, confirming home language for the Pupil Accounting Secretary to enter in ATS, and conducts the oral interview. Based on the results, the NYSITELL testing process is initiated in our Orientation classroom. ELL Coordinator notifies administration in the event of a student with an IEP, and the family is referred to the AP of Special Education and the LPT team is assembled. Once students have completed the NYSITELL, the ELL Coordinator conducts the Parent Orientation and populates the necessary data into ATS and STARS. A form is completed and shared with the Program Office who generate the student's program, and the ELL Coordinator and team of ENL/WL teachers orients the students with a presentation about the school, provides a tour of the building, and connects students with junior or senior student ambassadors who speak the same language. Students are provided with school hoodies or tshirts and a backpack filled with supplies. UPDATED SEPTEMBER 2022

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
Elizabeth	Acerra	AP Humanities	2020-2021	yes	Elizabeth Acerra

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
Valeria	NATIVIDADE ULUSOY	PARENT COORDINATOR

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No

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	2	0.22	3	0.22
ARMENIAN	2	0.22	2	0.22
ARABIC	33	2.37	31	2.23
BENGALI	35	4.39	35	2.52
BURMESE	2	0.14	2	0.14
CHINESE ANY	55	6.19	45	5.06
ESTONIAN	7	0.5	7	0.5
FRENCH	2	0.22	2	0.22
GEORGIAN	2	0.22	2	0.22
HAITIAN CREOLE	2	0.22	2	0.22
HINDI	2	0.34	5	0.45
KOREAN	3	0.34	3	0.34
MONGOLIAN	1	0.11	1	0.11
MANDARIN	0	0	9	1.01
NEPALI	2	0.22	2	0.22
ENGLISH	54	6.07	50	5.62
PILIPINO	2	0.22	2	0.22
PUNJABI	5	0.56	5	0.56
PORTUGUESE	9	1.01	9	1.01
RUSSIAN	1	0.11	1	0.11
SENUFO	1	0.11	1	0.11
SERBIAN	1	0.11	1	0.11
SLOVAK	1	0.11	1	0.11
SPANISH	638	71.77	639	71.88
TIBETAN	5	0.56	5	0.56
TURKISH	3	0.34	3	0.34
URDU	6	0.67	6	0.67
VIETNAMESE	1	0.11	1	0.11
DARI	3	.22	3	.22

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	50	50
Arabic	2	2
Portuguese	3	3
Chinese	5	5
Greek	3	3
Japanese	1	1
French	3	3
Polish	1	1
Romanian	2	2
Wolof	2	2
Russian	2	2
Hungarian	1	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school.	We utilize an oral interview during the registration process to assess language preferences for the parent. This information is entered into the student emergency contact cards, ATS, and STARS. This information is shared on IO Classroom for all staff to view when conducting outreach. The vast majority of our students enter our school and the NYC school system simultaneously, so the HLIS is our main tool. For new students who transfer from middle or other high schools, a Google Form collects this information.

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.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Flyers/Invitations to Events/ Workshops	monthly	PupilPath messages / verbal staff reinforcement in classrooms and offices / Parent WhatsApp group / school webpage (has Google translation feature built in) Material is e-mailed to native speaking staff via Google Translate, and the translations are checked.
Invitations to testing	bi-annually/	Google Translate / staff / Material is e-mailed to staff via Google Translate, and the translations are checked
Grading Policy / Student Contracts	Sep/February	Update to prior translation with T&I Unit once document is updated
ML Parent Meeting Notice	yearly / ongoing	Google Translate/Staff / Material is e-mailed to staff via Google Translate, and the translations are checked
Community Resource Guidebook	yearly	T&I Unit updates

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.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
ELL Parent Meeting	throughout the year	Staff / Over-the-Phone Interpretation Unit
Parent-Teacher Conferences	Nov / March	Staff / Over-the-Phone Interpretation Unit
SLT/PA	monthly	Staff

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	PhoneMaster message translates into 5 languages, PupilPath translates written messages.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Staff / Over-the-Phone Interpretation Unit
(C) If a parent has an emergency and needs to contact the school.	Staff / Over-the-Phone Interpretation Unit / AP Humanities publishes a Google Voice number which parents can text in any language to request a callback in their language.

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	staff e-mail and shared DIGITAL Staff Handbook
Over-the-Phone Interpretation Desk Aid	stickers attached to physical phones, and screenshot embedded in e-mails/presentations
Language Access Handbook	staff e-mail and shared DIGITAL Staff Handbook
T&I Unit InfoHub Link	staff e-mail and shared DIGITAL Staff Handbook

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	The Language Handbook and Chancellor's Regulation A-663 is reviewed at the beginning of the year and provided digitally to all staff. Our staff receive a digital guidebook at the beginning of the year with links to all important resources, including translation.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ Translated signage ■ Brochures/flyers/letters shared with parents ■ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ■ Messaging phone applications ■ Parent's Guide to Language Access ■ NYC Public School Guidebook	Translated signage is available at the main entrance safety desk as well as inside the main office. This is expressed at all parent events. ELL Parent Bill of Rights are distributed each year at ELL Parent Meetings or attached to NYSESLAT/NYSITELL results. We are in the process of creating a multilingual Newcomers Parents' Handbook with information regarding school policies, student and parents' rights, and DOE specific documents targeted to immigrant parents. This is being translated by staff and the T&I unit. It will be made available on our school website, on paper, and digtally to parents in September 2022.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

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, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	We will survey parents on translation services using translated Google Form links. This is sent via digital school platform (new from DOE in September 2022), which translates messages into the various family languages, email, and physically printed out in packets sent home at the end of the year.
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.	Parents noted last year that Zoom Meetings were confusing and too lengthy when consecutive translation took place in the same Zoom call for multiple languages, so we devised a system whereby small numbers of parents who spoke the same language are grouped together on a phone call with one interpreter who interprets simultaneously on mute outside the Zoom while Spanish is interpreted consecutively. We will update this once survey results from the current school year 2021-22 are culled.

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:	Newcomers High School
DBN:	30q555
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.	Yes
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:	900
Total # of teachers in this program:	14

# of certified ESOL/Bilingual teachers:	8
# of content area teachers:	6
Describe the direct instruction supplemental program here and include the • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials	Direct Instruction supplemental program will include Regents preparation, credit-bearing courses, tutoring and academic support, and enrichment clubs with the support of our CBO. For school year 2022-2023: Course offerings will include Global history support, US History support, Earth Science support, Living Environment support, Algebra 1 support, Algebra II support, Geometry support, ELA Regents support, ENL support for Entering students, ENL support for Emerging students, ENL support for Transitioning and Expanding students, and literacy development. Students will self-select courses and be nominated by teachers based on class performance as well as data culled from screeners, classroom assessments, NYSESLAT results, and Regents exam results. Data used to identify students and needs will include NYSESLAT/NYSITELL results, and data from teacher-created assessments in the content areas. We also cull qualitative data, including teacher recommendations and student interest surveys. Teachers are reviewing the Progress to Graduation trackers in Insight and marking period report cards as well during grade team meetings to identify students in need. Activities will include collaborative discussion, text-based questions and writing prompts, problem-solving, standardized test preparation, and specific skill-based activities in decoding and grammar.
Rationale	For school year 2022-23: ELLs require additional support academically under regular circumstances, and this is even more true considering the difficulties we have all faced since the outbreak of the pandemic. We want to support our students in English language acquisition through direct instruction in academic vocabulary and skill development so they can access grade level content and close learning gaps that may have resulted from disruptions that occurred during blended learning. All skill development will be contextualized within each content area, or focus separately on discrete literacy instruction. This was informed by data including the October EDUR showed that over 65% of our total students and 80% of our 9th graders are Entering/Emerging, and 70% of our 10th graders are Entering-Emerging.
Subgroups and grade levels of students to be served	For school year 2022-23: SUBGROUPS/GRADE LEVEL: Subgroups will include newcomers, SIFE, and ELLs with IEPS. Grade levels 9-12 will be served. Students will be grouped into 24 different classes based on home language, results of assessment data, and ELL proficiency levels.
Schedule and duration	SCHEDULE AND DURATION: School year 2022-23. Tentatively, the after school program will take place daily from 2:30-5:30. Saturday Academy will run from 8:30-12:30pm for 12 weeks between October and January, and an additional 12 weeks March-June. The Before School Program will run from September to January and again February to June bi-weekly from 7:10-8:00am. (Official Dates TBD in September)
Language of instruction	For school year 2022-23: LANGUAGE OF INSTRUCTION: English and Spanish
Number and types of certified teachers	For school year 2022-23: #/TYPES OF CERTIFIED TEACHERS: 2 SS teachers, 2 Science teachers, 2 math teachers, 2 special education teachers, 4 ENL teachers. 2-4 ELA teachers, 1 Art teacher, 1 Theater teacher. Ratio of teacher to student will be 15-25:1 in all classes. All teachers will be providing direct instruction with flexible groupings. The program will be supervised by one supervisor, who will provide teacher training, curriculum and instructional support, and oversight of attendance /safety, as well as scheduling. Student clubs and sports at the same time as Title III programming, which also requires supervision.

Types of materials	For school year 2022-23: TYPES OF MATERIALS: The REWARDS program (literacy program that focuses on multisyllabic academic vocabulary), teacher-created materials, digital resources culled from newsela.com/ commonlit.org/ Nearpod/ Desmos/ DeltaMath, iPads, headphones/microphones, bilingual dictionaries, Lexia Core5 (adaptive literacy program that develops reading comprehension, vocabulary and grammar). Actively Learn.
Include any additional details here:	For school year 2022-23: Maintenance of Records and Program Communication: Student attendance will be recorded on paper and digital attendance rosters, shared with AP of ENL and stored in the AP of ENL google drive. At the end of the program session attendance records will be printed and filed. Each program will be publicized to all eligible students and families over the following communication channels: Signs will be posted on student activity bulleting boards. Signs will be in English and translated into the highest incidence languages of Spanish, Arabic, Bangla, and Chinese. We will Google Program information will be sent over pupil path messenger, this software translates messages based on home language assigned in ATS. The principal has a WhatsApp group where information is posted in different languages and parents are invited to join. Additionally, the principal is hosted twice monthly virtual parent/ community town halls where parents and students can attend to get information about school events and programs. Before, after and Saturday school programs will be promoted at these virtual Town Halls in several languages. Interpretation also participates in this events, as needed.
The direct instruction component of the program will consist of (check all that apply):	,Before School,After School,Saturday Academy
Grades to be served in this program. Select all that apply.	,9,10,11,12

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider	For School Year 2022-23: We will be partnering with Blue Engine to support the expansion of coteaching partnerships in ELA, Math and Science. Attendance records for professional development will be recorded in duplicate both on sign in sheets for face to face meetings and through a google form. Sign in sheets will be stored in a central Title III PD file, maintained by the AP of ENL.

Rationale	For School Year 2022-23: ELLs need as much instructional support as we can provide. Having two teachers lead a class provides our Entering/Emerging and ISS students with the support they need and helps facilitate small group instruction. As coteaching is relatively new in our building, and we have hired a large number of new teachers, we wish to support our staff by identifying 6 key partners who will work with the Blue Engine program in the hopes of building capacity for those teams to serve as model or lab classrooms.
Teachers to receive training	For School Year 2022-23: ELA partners: Camille Freund/ Jessica Russo Shanna Kirgan, Patrick MsGowen Ervin Poquita/ Kim- Marie Cespedes Alexandra Gordon/ Kevin Kudic/ Doug Menzies Math partners: Li Huang/ Patricio Casau Tejedor/ Kimberly Wiseman Michelle Barraza/ MingXin Lin Science partners: Karini Arroyave/ Julie Aponte
Schedule and duration	For School Year 2022-23: The Instructional Cabinet will have an onboarding session August 29th, 2022 Once per month 7 pairs of teachers (14 teachers) will engage in supportive instructional feedback visits and participate in a two hour PD session. Tentative dates for the sessions are: MON 8/29 1:00-4:00 Admin Onboarding / Site Launch Principal Messmann APs Supervision TUE 9/20 Group 1 Co-Plan ELA/ENL Teams classes WED 9/21 Group 2 Co-Plan Group 1 Observe/Debrief SCI/Math teams THU 9/22 Per Session Group 2 Observe/Debrief Subsequent dates proposed: TUE 10/11 WED 10/12 THU 10/13 TUE 11/15 WED 11/16 THU 11/17 TUE 12/13 WED 12/14 THU 12/15 Community of Practice ELA/ENL Teams All Teams
Topics to be covered	For School Year 2022-23: Blue Engine PD topics: Tailoring instruction to individual needs. Every student learns and thinks differently. Individualized instruction recognizes this, and strives to meet all learners' unique needs. We believe that teams of teachers are best positioned to provide individualized classroom experiences and instruction. Individualization is about working smarter, not harder. Individualized instruction is feasible with the time, attention, and skill of multiple teachers working together in a classroom. We work with partners to ensure that teachers have the capacity and capability to design lessons with accommodations for different learning needs so every student can access and master grade-level content. Helping teams of teachers work together, better. Optimal team teaching doesn't happen automatically. Often, teaching teams end up with a "90/10 split," where one teacher dominates instruction and planning, while the other teacher – often a specialist – serves as an "assistant". This setup misses out on 100% of the combined expertise and capacity of the team. Teaching teams need time and support to work together effectively. When the potential of both teachers is fully realized – and the team is focused together on student mastery – there is significant impact on student experience and learning. With our support, teaching teams use regular, strategic collaboration outside of the classroom to support individualization inside the classroom.
Name of provider	Blue Engine: https://www.blueengine.org/
Include any additional details here:	NA

PART D: PARENT ENGAGEMENT ACTIVITIES

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: ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities	For School Year 2022-23: We will invite community based organizations to our building to conduct workshops in conjunction with our Parent Coordinator, as well as our own teachers and guidance counselors who can assist with ELL Parent Curriculum Night / Back to School Night to help parents understand graduation requirements and course offerings and options for their students.
Rationale	For School Year 2022-23: RATIONALE: ML Parents require assistance with a wide variety of things, including English language classes, legal advice/navigating immigration, acclimating to the NYC public school system, and community support to have basic needs met like employment, housing, food, and clothing. The better informed and more involved families and caregivers are with our school community, the more engaged students will be. To round out the parent and family program offerings, Social Emotional workshops can help guide families in dealing with issues specific to teenagers, such as internet safety and coping with depression. We also plan to survey our parents in September via PupilPath and Google Forms to gain insight into specific topics they are interested in exploring.
Schedule and duration	For School Year 2022-23: SCHEDULE AND DURATION: Dates TBD in September for school year 2022-23. ELL Parent Curriculum Night/Back to School Night occurs in October and March, while workshops are offered after school generally after 5:30pm to accommodate parent work schedules, and on Saturdays during mornings and afternoons. We will also be hosting parent Town Halls twice in the year after school. Once in the fall, and again in spring. English classes for parents are conducted after school and on Saturday mornings. We also plan to survey parents to identify days and times that work best with the largest percentage of families. These events are at cost to Title III. Workshops will generally take place once a month for 2 hours per session, with times and dates TBD in September 2022. We anticipate tentative dates as: September 2022 October 27 2022 November 2022 December 2022 February 2023 March 2023 April 2023 May 2023 June 2023
Topics to be covered	For School Year 2022-23: TOPICS TO BE COVERED: Requirements for NYCDOE high school graduation at each grade level How to navigate immigration and citizenship in the U.S. Digital citizenship and internet safety for teens Dealing with depression / Suicide prevention Community resources to support the needs of ELL families, Adult ESL Classes: language for job search and interviews / basic social interactions / completing applications / medical visits etc...
Name of provider	For School Year 2022-23: NAME OF PROVIDER: CBO partners TBD in September - we often partner with the Jacob Riis foundation / Parent Coordinator, Guidance counselors and our social worker.
How parents will be notified of these activities	For School Year 2022-23: PARENT NOTIFICATION: Translated messages in all languages supported by Google translate will be sent via the new digital NYCDOE platform, as well as translated flyers sent via e-mail, personalized emails and paper invitation using Mail-Merge. School Messenger can be used to send translated voice messages in 5 different languages. Bilingual staff are used for translation when available, and the T&I Unit when no staff speak that language.
Include any additional details here:	For School Year 2022-23: DOCUMENTATION: Records will be maintained including agendas, attendance sheets via Google Forms in shared Google Drive folders.

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.
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
n/a	n/a	n/a
n/a	n/a	n/a
N/A	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

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: 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.	The school will utilize these funds to provide Professional Learning Opportunities to teachers in academics targeting the two major areas of concentration of ELA and Math. Part of this work will involve the hiring of a consultant with a 20 day allocation to support ELA and a 15 day allocation to support Mathematics. The consultant will work on incorporating CRSE into unit plans, lesson plans and curriculum maps focusing on incorporating student identity and individualized needs into planning along with building intellectual growth through embedding tasks in real life scenarios. Mathematical tasks will allow student to demonstrate their learning at all phases of the process. ELA tasks will be structured writing performance tasks to support students to graduation requirements of the ELA regents exam. Title 1 money will also be used to support a PD partnership with Blue Engine consultancy. Twelve teachers (6 teaching pairs) will participate in a year long PL series on co teaching for equity and access. Part of the goals of this series will to build in house teacher leadership capacity and strengthen co teaching.

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[1]. 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[2]. **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	9,266	X	Supportive environment, college and career readiness, chronic absenteeism, Quality IEPs
Title I, SWP	Federal	322, 243	X	Graduation Rate
Title II, Part A	Federal	This fund is not available at this time	X	NA
Title III, Part A	Federal	80,482	x	ELA, Math, Graduation Rate
Title III, Immigrant	Federal	This fund is not available at this time	X	NA
Title IV, Part A	Federal	9,283	x	ELA & Math Support
Tax Levy (Fair Student Funding)	Local	7,621,256	x	Graduation Rate

Explanation/Background

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a

Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 <u>may not</u> 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.

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

NYC Community Schools are committed to advancing equity by organizing resources and sharing leadership with community partners to support the whole child. Each Community School is different and reflects the strengths and needs of its students, families, and local community. The most successful Community Schools share common features, which are integrated into the fabric of the school and drive student learning. These features are Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Embedded throughout the work is a focus on incorporating anti-racist practices and differentiating supports, including attendance supports, for special populations. Since all school operations and actions are in service of improving the academic and non-academic achievement of its students, the annual schoolwide goals should be informed by the students, their achievement, and the opportunities provided to them. The school should develop these goals after a realistic and comprehensive analysis of its data, paying specific attention to the achievement of its subgroups and disproportionality.

Directions: Identify the partnerships with Community-Based Organizations (CBOs) that will support the achievement of annual goals through implementation of the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Identify the target student population(s), provide a summary of the scope of the services and indicate the Area of Concentration (AOC).

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Center for Supportive Schools	All students	Socio-emotional, Academics, ELT	Chronic Absenteeism, Supportive Environment, College Career Readiness, Graduation rate, HS Math, HS ELA
Commonpoint Queens	11th and 12th grade students	College and career readiness	Supportive Environment, College and Career Readiness: Assist in College Application and awareness processes.
Follow Us to Success	Seniors and Juniors	College and Career	College and Career Readiness: Expand and continue partnership to provide PSAT prep, SAT Prep and College application support.
na	na	na	na

Implementation of Community School Core Features & Components

Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.	Newcomers High School received a new designation of Community School during the 2021- 2022 school year. Center for Supportive Schools has been identified as the lead CBO partner and will focus their work on relationship building, extended learning opportunities The expectation is that the CBO is able to bring staff that speak the common home languages languages of the Newcomers High School community members and offer socio-emotional and academic supports to the students of Newcomers High school. Commonpoint Queens will run a comprehensive College Office, helping our students and their families navigate the college application process. they will also be asked to host several parent and family information session throughout the year to help increase college readiness awareness. Information sessions will include topics such as FASFA completion, alternate financial aide options, including financing college as an undocumented individual, the Common App, the CUNY app, and personal statement writing support. A family advocate from Commonpoint Queens will work to target outreach to students who are chronically absent. They will survey families and identify supports that the families need. Our community school partner will be asked to begin staff training on restorative practices and SEL integration into school routines and structures. We will work with our community school partner to enhance Extended Learning opportunities and enrich club offerings with a target goal of building out robotics, coding, dance and music opportunities.
Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.	The Community School design will offer more opportunities for parents to attend in person activities, resources, and work directly with the parent coordinator of the school. The school will have a Pantry, Social Workers, a guide with resources and staff that speak multiple languages to assist the needs of the families. We will work to establish a larger parent advisory panel in conjunction with PA, SLT, title 1 PAC and Community school CBO partner(s). We are planning to develop a parent volunteer program to increase parent presence in the school building. We will offer parent English classes, GED classes and create systems for parents and families to self advocate in their requests for connections to outside agencies and supports.

Expanded Learning Time (ELT)

3. Describe how your Community School will offer opportunities for enrichment through after-school, weekend, and summer programs, as well as additional instruction, individualized academic support, and enrichment activities that emphasize real-world learning and community problem solving.

Refer to the Multi-Tiered Systems of Support (MTSS) section of the CEP for the ELT program description indicating how the school's ELT program is offered to all eligible students considered to be at-risk of not meeting state standards.

Implementation of Community School Core Features & Components

Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.	We will work with our CBO partners to build capacity for SEL integration into instruction, the creation of SEL spaces ad training in Restorative Approaches. We will utilize of existing parent partnership structures to create a parent wellness committee to allow all families and partners to engage in ongoing partnership and discussion around topics such as mental health, the impact of immigration on identity formation and executive functioning, and maintaining healthy lifestyles. We will work to develop programs that allow families, students and staff to engage in healthy practices such as a weekly community yoga program. We will also integrate an SEL check in form to be utilized semi weekly by students in order to capture their SEL state and ensure that we are identifying students that may need additional supports.
Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions–including Success Mentors–to chronically absent students, and draw on community resources for support with removing barriers to attendance. For support, you may access strategies **here**.	The CBO will be have an assigned space which will allow them to establish closer relationships with the school community to support, monitor and track students with attendance issues, socio-emotional needs, and college readiness. The school has a committee that will monitor, track, and communicate with the CBO. The Wellness Committee will be also working with the organization in order to improve and provide a cohesive service to the students and their families. During the 2022- 2023 school year Newcomers HS adopted a CASE program. CASE stands for Caregiver and Student Engagement. Each teacher is assigned a CASE load of @15 students. Students were grouped with Staff by shared home language and cohort team level. Every Tuesday, during parent engagement time CASE teachers monitor the weekly attendance of their CASE load roster and complete an internal google form classifying students as Red (two or more absences in the week), orange (one absence in the week) or purple (patterns of lateness/ cutting). CASE teachers also call families and notify them of absences. The follow day the attendance team convenes to analyze entries put in the CASE document.
Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for all students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.	The entire school population of Newcomers High School is a Multilingual Learner/ESL communities with Students with Disabilities. All the services will be offered equitably to all our students to support their academics and socio-emotional needs. Students in Temporary Housing will be confidentially identified and additional outreach will be conducted to ensure they and their families can access supports and services available at Newcomers including access to food pantry items, school supplies, extended learning opportunities, hotspots and technology required. Students with disabilities, and their guardians will be confidentially identified and we will ensure targeted outreach is made to ensure students and families have access to academic interventions, multi lingual translation and interpretation of IEP meetings and documents and that parents can engage in goal setting discussions with access and support.

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.

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:	Newcomers High School
DBN:	30Q555
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:	1300
Total # of teachers in this program:	6
Describe the direct instruction supplemental program here and include the ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials	see below

Rationale	RATIONALE: The majority of new admits to our school in the 2022-23 school year are new enrollments from other countries, and over 80% of our 9-10th graders are Entering and Emerging. We also are encountering students who struggle with literacy skills in their home language, as well as a huge uptick in refugees and students in temporary housing. We want to enhance our Title III After School Academic Intervention and Saturday ENL Programs by providing academic assistance to successfully close any academic gap caused by interruptions of traditional school learning as a results of learning loss due to the pandemic. The needs will be determined by credit accumulation and based on trends identified in NYSITELL and MAPGrowth data analysis. Our teachers also anecdotally recommend students. These programs offer the participating students more focused and individualized instruction as well as opportunities for interactive activity-based learning. The program includes ELA/ENL support classes (9-10th grade and 11-12th grade), 2 Social Studies classes (Global History and US History), 2 Science classes (Living Environment, Earth Science), Science Lab support classes, Math classes (Algebra 1, Algebra/Trigonometry, Geometry), and Physical Education. We are initiating an incentive program to bring more students to Regents preparation courses, and are providing 2 separate courses for ELA, each focused on part 2 or part 3 writing. Clubs will provide Social Emotional support and community-building for our immigrant students. They include Math Club, Cricut Club, Animae/Art Club, School Newspaper, and Environmental Green Club. We will also be allocating funds to helping students with college and career readiness and paying students as school aides for work done in support of the school. Students will be supervised by a teacher or other staff member.
Subgroups and grade levels of students to be served	SUBGROUPS: Newcomers, Developing LTE, ELLs who are also Students with Disabilities, SIFE. Grades 9 through 12.
Schedule and duration	SCHEDULE AND DURATION: The schedule and duration for the additional After School Program is: Wednesday through Friday from 2:30-6:30pm, and Monday-Tuesday from 3:45-6:30pm, starting in October 2022 through June 2023. A NHS Assistant Principal will supervise the Saturday and After-School Program to ensure quality instruction and safety. Clubs/Tutoring takes place on the following days and times: Math Club Wednesdays International Dance Club Fridays Animae/Art Club Tuesdays School Newspaper Thursdays ENL Support/Tutoring Thursdays Algebra Support Tuesdays ELA Regents TBD - March 2023 through June 2023 Math Regents TBD - March 2023 through June 2023 Additional ELA/ENL Tutoring Wednesdays
Language of instruction	LANGUAGE OF INSTRUCTION: English AND Spanish
Number and types of certified teachers	# AND TYPES OF CERTIFIED TEACHERS: 2 ENL, 2 ELA, 2 Math (2 Bilingual Spanish), 2 Social Studies (2 bilingual Spanish licensed), 2 science (1 bilingual Spanish), 1 Special Education teacher, 1 Physical Education, 1 Art *ENL/Bilingual and content area teachers will be providing direct instruction through flexible groupings.
Types of materials	MATERIALS: Wide variety of digital resources will be used including the schoolwide Newsela account. New purchases include 30 laptops (laptops will be labeled Title III and will be used exclusively during the Title III program to support students with access to digital curriculum and resources), National Geographic My World English, FRECKLE English, teacher created Math materials. All materials used during the Title III immigrant program are supplemental and distinct from those used for daily instruction. Incentive materials like tickets and rewards for students, as well as new book club books.
Include any additional details here:	SEE ABOVE
The direct instruction component of the program will consist of (check all that apply):	,Before School,After School,Saturday Academy
Grades to be served in this program. Select all that apply.	,9,10,11,12

PART C: PROFESSIONAL DEVELOPMENT

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:
 	
  ■ Rationale
  ■ Teachers to receive training
  ■ Schedule and duration
  ■ Topics to be covered
  ■ Name of provider
 	
Begin description here:
	see below

Rationale	RATIONALE: Our teachers need additional training in order to meet the needs of students who may still be experiencing learning gaps as a result of the pandemic, and who struggle to produce written and spoken English. We are focusing our PD on best instructional practices supporting scaffolded language acquisition of Immigrant students including immigrant students who are also Entering/Emerging students, SEL needs of all MLs, and using online platforms and resources to strengthen engagement and student autonomy.
Teachers to receive training	TEACHERS TO RECEIVE TRAINING: All After School and Saturday school teachers will receive specialized training on targeting the needs of ML students who are experiencing learning gaps based on credit accumulation and classroom performance.
Schedule and duration	SCHEDULE AND DURATION: WITsi - Writing is Thinking through Strategic Inquiry: February 9, 10, 17, 2023 March 3, 20, 27th, 28th, 31st, 2023
Topics to be covered	TOPICS TO BE COVERED: WITsi - Writing is Thinking through Strategic Inquiry: how to teach thinking through writing
Name of provider	NAME OF PROVIDERS: Learner Centered Initiatives ElevatedED WITsi In-house Assistant Principals
Include any additional details here:	Records of Attendance and agendas for all professional learning sessions will be kept on file with the AP of Language & Theatre, Elizabeth Acerra.

PART D: PARENTAL ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these students. Description should include: ▪ Rationale ▪ Schedule and duration ▪ Topics to be covered ▪ Name of provider ▪ How parents will be notified of these activities Begin Description here:	see below
Rationale	RATIONALE: Counseling services will be provided to immigrant students and parents after school, from February 2023 through June 2023. Counselors will expand their support for parents in navigating school academic expectations and requirements for high school graduation, as well as executive functioning and study skills. 3 counselors are Spanish bilingual and have been trained in college readiness for ELLs. Interpreters are available based on parent need as per surveys. In addition, the Parent Coordinator will schedule monthly workshops with Community-Based Organizations to support parents with immigrant-specific issues, such as immigrant laws, government services, community resources, etc. These workshops are offered through partnerships between our school and Community-Based- Organizations. We are also in the process of designing a Parent Tech Center in a newly acquired office space in the building. We will purchase supplies for parents to utilize in this center, and provide copies of our Newcomers HS Parent Guide. We are inviting outside companies to conduct workshops for our parents in helping their children study and learn at home, navigate the college application process, and obtain certification in career paths such as OSHA, business entrepreneurship, and IBM tech support. Staff involved: Guidance counselors, social workers, parent coordinator, ENL teachers
Schedule and duration	SCHEDULE AND DURATION: workshops/office hours are 90 minute sessions; done once or twice monthly from 5:30-7:00pm. English classes for parents are TBD, but will run either Saturday 9-12 or after school 5-7pm Certification courses are 10 week Saturdays courses.
Topics to be covered	TOPICS TO BE COVERED: 1. How to navigate online platforms like NYCSA, myschools, and Google Classroom --tentative dates: 3/16 at 6:00pm / 4/9 at 6:00pm 2.English classes for adults --dates TBD, 1X weekly for 2-3 hours 3. How to read your child's transcript and understand graduation requirements: -- tentative dates: 3/9/22, 4/14/22 at 6:00pm 4. Parent Guide to Newcomers High School --tentative dates: 3/23/22 at 6:00pm 5. Study Skills/ Time Management --2/15/23 from 6:30-7:30pm 6. Motivation and goals: --3/15/23 from 6:30-7:30pm 7. Stress Management: --4/19/23 from 6:30-7:30pm 8. Beating Procrastination: --5/17/23 from 6:30-7:30pm 10 week CAREER CERTIFICATION COURSES: OSHA, IBM tech badges, and business entrepreneurship
Name of provider	NAME OF PROVIDER: College Office, Community Based Organizations, social worker, Parent Coordinator and guidance counselors. ElevatEDUCATION Follow Us to Success Strategic Inquiry Consulting

How parents will be notified of these activities	PARENT NOTIFICATION: The Parent Coordinator notifies parents in the language of their preference of the classes and workshops using the What'sApp grade groups. Translated informational packets are distributed to students in school when the building is open, and to parents during the parent-teacher conferences, SLT meetings, parent association meetings, and parent orientations. Communications are also sent via MailMerged e-mails and backpack letters. Our COSA also utilizes an announcements section on our school website.
Include any additional details here:	N/A

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		

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