



**The First Steps:
A Leader's Resource for
Welcoming Newly Arrived ELLs
in NYC Public Schools**

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1. CREATING SCHOOL-WIDE SYSTEMS TO SUPPORT NEWLY ARRIVED ELLs

Take a moment to recall your experience of a first day at a new school—the range of emotions that you had in those initial hours as you encountered the unfamiliar routines, the transitions from the classrooms to the hallway, and all of the sights and sounds that went along with that environment. Now imagine if that experience took place in a country that you had never been to before and in a language with which you are not yet familiar. How might that affect the range of emotions that you felt on that first day? How might that impact your attitude towards formal education in general?

Perhaps that newcomer experience is a part of your personal story, but if not, try to imagine what could have made that entry to a new school environment easier for you. What steps could the school have taken to place you in a supportive and engaging instructional setting? What school-wide systems could be in place on your very first day to set you up for long-term success?

The goal of this resource is to ensure that your school has those systems and steps for success in place to welcome newly arrived English Language Learners (ELLs). Aligned to all New York State Education Department (NYSED) requirements, this resource will put the policy into context by helping your school review its intake procedures, make culturally and linguistically informed plans for instructional programs, monitor for progress, and identify comprehensive supports to meet the needs of your newly arrived ELLs and their families. Even if your school has had many years of experience welcoming newly arrived ELLs, this resource may inspire you to think more holistically by reflecting and looking for ways to expand your team-based approaches.

Leader's Note:

This resource will walk teams through the enrollment, identification and screening process for newly arrived English Language Learners and connect that intake data to instructional programming and supports for students and families. While the policy and procedures will be put into the context of a high school in the case studies, these vignettes are complemented with sections featuring the “K-8 Perspective,” in acknowledgement that there are several differences that will need to be considered by elementary and middle schools. Finally, the [Leader's Tool in Section 9](#) will put these recommendations into the local context of your school and may be the best place to start for teams looking to expedite this work.

2. ESTABLISHING AN INTAKE TEAM

While there are parts of the ELL identification and screening process that must be conducted by “qualified personnel”¹ per NYSED requirements, establishing an intake team of diverse stakeholders can help to make the entry process more welcoming for students and families and more informative for teachers and staff. Newly arrived ELLs are not a monolith, as each student brings a diverse range of assets and needs to the school. The protocols or procedures put into place by an intake team can help the school to identify those assets and needs, even when a key staff member may be out or not immediately available. This is why a team-based approach is so critical—not just to support students during this transition but also to support one another as school professionals. Team members can work together to:

Leader’s Note:

This resource uses “intake team” for the sake of brevity, but note that schools may refer to this team by other names (e.g., “ELL identification team”). The main takeaway is that schools should fold these recommendations and practices into a team that already exists—not create redundancy across teams.

Provide culturally informed language access

Interviewing newly arrived ELLs in their home language is not just a matter of policy—there are several academic and social-emotional reasons why a student’s first conversations in the school should be in their preferred language. However, language access also needs to be culturally informed. For example, some students may prefer to use a lower incidence language spoken in their region instead of the national language of their home country. Additionally, being culturally aware of a student’s background can also help the interviewer to understand more precisely the prior educational experiences that a student may have had (for more on this, see [CASE STUDY: Matching Students to School Programs and Supports](#)). Finally, even with language access, many students and families may not want to share their full history with school authorities—especially upon first meeting. While each person’s experience is unique, understanding how cultural and linguistic factors

¹ Qualified personnel means: a NYS certified teacher who has a bilingual extension or English to Speakers of Other Languages (ESOL) certification and who is proficient in the home language of the student and parent/guardian or uses a qualified interpreter/translator of the language or mode of communication the student and parent/guardian best understands; OR a NYS certified teacher who has been trained in cultural responsiveness, second language development, and the needs of ELLs and who is proficient in the home language of the student or parent/guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent/guardian best understands. ([NYSED CR 154 Guidance](#))

can shape initial conversations can impact how a school team may want to structure their intake process for newly arrived ELLs and their families.

Leader's Note:

For oral interpretation and written translation services, connect with the [Office of Language Access](#).

Consider social-emotional needs and trauma-informed practices

It should never be assumed that every migration story involves trauma, but with that being said, even if a student or family member does not disclose a traumatic event during the ELL identification and screening process, they may still be carrying a formative experience with them. Schools can prepare for this range of needs by including social workers and school psychologists on the intake team to help prepare all staff members to recognize the potential signs of trauma in students. Intake team members can help to establish clear next steps for everyone to follow up on those signs in a manner that both maintains confidentiality and builds trust between students and adults in the school.

Connect newly arrived ELLs to a supportive and engaging instructional program

Although NYSED regulations ultimately guide [the arrangement of minutes in English as a new language \(ENL\) and Bilingual Education Programs](#), the organization of staff and professional assignments, the placement of students in cohorts, the flow of the school day and week and the physical layout of classrooms can all be strategically arranged to support newly arrived ELLs. While creativity and innovation should be encouraged, guidance counselors and school leaders will need to steer the intake team's decisions by helping to establish what is possible—and ultimately what may not be—given the current logistics of the school and all governing policies (for more on this, see [Part 5: TRANSITIONING FROM INTAKE TO INSTRUCTION](#)). Teachers and staff members can provide historical input and real-time feedback for the intake team on what has worked in the past, what is currently working and what might need to be changed for newly arrived ELLs to be even more successful in these programs.

Create a school environment that fosters a sense of belonging

Well before a newly arrived ELL sits down for their Individual Interview, they and their caregivers have likely already encountered several people in the school community—the security guard at the school entry, custodians working in the lobby, an assistant principal in the hallway, the school secretary in the main office—and therefore every staff member needs to be aware of how they can support newly arrived ELLs

relative to their role. Intake team members can help to create a school environment that is not just welcoming for newly arrived ELLs, but one that fosters a sense of belonging by showing them that the school—the people, the visual displays, and the organization of their first steps—places great value in what new arrivals bring to the school community.

Leader's Note:

It is important for school leaders to stress that the impact of newly arrived ELLs is not a “crisis,” but rather an opportunity for the school to capitalize on the assets that newly arrived ELLs and their families bring to the learning community. The languages, life experiences and perspectives of newly arrived ELLs can help to infuse daily instruction and bring global issues and current events to life, and as a result the enrollment of these students should be seen as an opportunity for schools to create a stronger learning environment for all students and families in the school community.

CASE STUDY: Florence Mills High School

Florence Mills High School is a large, comprehensive high school in Queens serving grades 9 through 12. The school is divided into four themed academies and a Career and Technical Education program, which has screened admissions.

Although Florence Mills has historically enrolled English Language Learners, in the past academic year the school experienced a significant increase in the arrival of Category 1 ELLs—newly admitted students who have never enrolled in a public school in New York state.² All indicators suggest that this trend will continue into the next school year.

Based on feedback from the prior year, the principal at Florence Mills High School decided to set up an intake team to create a more systematic approach to meet the needs of their newly arrived ELLs. The members of the intake team at Florence Mills include:

- Assistant Principal of ELA/ENL
- Dean
- ENL coordinator (Grades 9-12)
- Guidance counselor
- Math teacher (Grade 9)
- School secretary
- Science teacher (Grades 9/10, bilingual Spanish)
- Social worker
- Parent coordinator
- Paraprofessional (bilingual Chinese)
- Paraprofessional (bilingual Spanish)
- Special Education teacher

² For more information on student categories, please see the [Policy and Reference Guide for Multilingual Learners/English Language Learners](#).

➤ **The K-8 Perspective:**

Most elementary, middle, and K-8 schools are much smaller in terms of student enrollment and professional staff than the high school in the case study. (Note that there are also many high schools across the city that are much smaller than Florence Mills, which has an enrollment of 3000 students versus the citywide average of 600.)

However, although the size of the team may look different relative to each school, intake teams can be created in all school settings, and they may be even more critical in smaller schools where staff members may be charged with multiple professional tasks and roles. By focusing resources on planning and delivering the instruction and services that newly arrived ELLs need, an intake team can support their staff to better serve these students and therefore may be a natural fit for K-8 schools already employing a Multi-Tiered System of Supports (MTSS) framework. Leaders of all schools will want to ensure that intake teams sufficiently represent all stakeholders from the school community who work to support newly arrived ELLs.

One other potential difference to highlight in this vignette is the role of the “ENL coordinator,” which is an unofficial title that schools with larger populations of ELLs may choose to assign to one of their ENL teachers. Smaller schools may not necessarily have this recognized role, and in some schools a single ENL or bilingual teacher may take on most or all the intake and instructional work at the school. But whether a school has the title of an ENL coordinator or not, ENL and bilingual teachers will play a critical role on the intake team—and receive the support that the team provides for the numerous responsibilities of receiving, enrolling, programming and supporting newly arrived ELLs throughout the year.

CASE STUDY: Intake Team Responsibilities and Support

One of the clearest needs identified in the end-of-year feedback from staff at Florence Mills was the challenge of who was responsible for what part of the ELL identification, screening and programming process, and whose responsibility it was to fill-in the gaps when a key staff member was out, or an ENL teacher was busy screening other new arrivals or providing scheduled ENL Stand-alone instruction. To address that challenge, the intake team at Florence Mills decided to list not just the responsibilities of each team member, but also who the primary support person was in the event that a team member was out or additional support was needed. To build a common base of knowledge, each team member outlined their responsibilities and shared their calendar during the initial meetings so that all team members could support if called upon.

Table: Roles, Responsibilities, and Timeline for the Intake Team at Florence Mills High School

Team Member	Primary Support	Responsibilities	Timeline
Assistant Principal of ELA/ENL	Dean	<ul style="list-style-type: none"> Schedules and facilitates intake team meetings Reports to the principal on team decisions and needs 	<ul style="list-style-type: none"> Ongoing Monthly
Dean	Assistant Principal of ELA/ENL	<ul style="list-style-type: none"> Communicates with campus security and building staff Connects with NYC Public School offices (e.g, Family Welcome Centers, Transportation) 	<ul style="list-style-type: none"> Ongoing

Team Member	Primary Support	Responsibilities	Timeline
		Liaisons)	
ENL coordinator (Grades 9-12)	Paraprofessionals	<ul style="list-style-type: none"> Ensures that the ELL identification and screening process is completed in a timely manner by qualified personnel Collates and reports on ELL identification and screening data (with paraprofessional support for data entry) 	<ul style="list-style-type: none"> As outlined in the Policy and Reference Guide Monthly
Guidance counselor	Social worker	<ul style="list-style-type: none"> Requests records from previous schools Serves as liaison for Students in Temporary Housing Ensures academic policy needs are met 	<ul style="list-style-type: none"> First week of a student’s enrollment Ongoing Marking Periods
Math teacher (Grade 9)	Science teacher	<ul style="list-style-type: none"> Reviews intake data to advise on cohort placement Communicates needs to/from the 9th Grade 	Ongoing

Team Member	Primary Support	Responsibilities	Timeline
		team	
School secretary	Parent coordinator	<ul style="list-style-type: none"> • Welcomes newly arrived ELLs and caregivers to the main office • Ensures all enrollment records are complete and on file 	<ul style="list-style-type: none"> • Ongoing
Science teacher (Grades 9/10, bilingual Spanish)	Math teacher	<ul style="list-style-type: none"> • Coordinates 10th grade student mentors • Communicates needs to/from the 10th Grade team 	<ul style="list-style-type: none"> • Ongoing
Social worker	Guidance counselor	<ul style="list-style-type: none"> • Monitors and follows up on intake data related to trauma and SEL needs • Connects with community-based organizations (CBOs) 	<ul style="list-style-type: none"> • Within the first month of a student's enrollment date • Ongoing
Paraprofessional (bilingual Chinese)	ENL coordinator	<ul style="list-style-type: none"> • Enters identification and screening data provided by ENL 	<ul style="list-style-type: none"> • Ongoing

Team Member	Primary Support	Responsibilities	Timeline
		coordinator <ul style="list-style-type: none"> ● Provides classroom support as needed ● Assists on family outreach efforts 	
Paraprofessional (bilingual Spanish)	ENL coordinator	<ul style="list-style-type: none"> ● Enters identification and screening data provided by ENL coordinator ● Provides classroom support as needed ● Assists on family outreach efforts 	<ul style="list-style-type: none"> ● Ongoing
Parent coordinator	School secretary	<ul style="list-style-type: none"> ● Supports enrollment processes for new admits ● Connects families to school groups and citywide opportunities 	<ul style="list-style-type: none"> ● First day of school contact ● Ongoing
Special Education teacher	n/a	<ul style="list-style-type: none"> ● Advises on all IEP matters and recommendations 	<ul style="list-style-type: none"> ● Ongoing

CASE STUDY: Welcome to School

Several weeks into the school year, two prospective students and a family member arrive at the main entrance of Florence Mills High School. They are welcomed by security staff, who help them to enter the building and then notify the dean to come and escort the visitors to the main office. The dean—currently following up on an issue related to a fire drill earlier in the day—notifies the AP of ELA/ENL and relays the message. The AP excuses herself from a cabinet meeting, walks down to the security desk, introduces herself to the visitors and then escorts them to the main office.

In the office, the AP introduces the prospective students and family member to the school secretary, who invites them to sit on a couch near her desk and gives each of them a bottle of water and a small snack. The AP then leaves to notify the parent coordinator that there are new students in the main office who wish to enroll and returns to her cabinet meeting.

Reader’s Note: *With some rearranging of their main office over the summer months, the staff at Florence Mills created an “arrival center”—a quiet, private corner in the main office—by setting up a couch, a mini-fridge, and a table with a picture book featuring the school’s staff and highlights from student groups and family activities.*

➤ The K-8 Perspective:

Schools with smaller footprints may want to consider what spaces might be best suited to welcome new arrivals—a set of tables in the school library, an underutilized resource room that can be repurposed, or even a list of free classrooms throughout the day. No matter where students and caregivers are welcomed, however, considering *how* they will be initially received can go a long way towards building relationships, trust, and ultimately a sense of belonging that can set the stage for sustained success.

K-8 schools may also want to make several considerations for families with small children by ensuring that their “arrival centers” are on the first floor or accessible by elevator to provide easy access for strollers, as well as having developmentally appropriate toys and books on hand to entertain younger children while parents and older siblings complete the enrollment process.

3. ENROLLING, IDENTIFYING AND SCREENING NEWLY ARRIVED ELLs

[The Policy and Reference Guide for Multilingual Learners](#), produced by the Division of Multilingual Learners, provides clear interpretations of all federal, state and local policies, including [New York State Commissioner’s Regulations \(CR\) Part 154](#), which establishes the legal requirements for the education of Multilingual Learners (MLs) and ELLs in New York state, and guidance on how to apply the policies to different scenarios, including newly arrived ELLs.

Because regulations and structures change over time, the guide is updated each year based on both changes to policies and feedback from schools and staff serving MLs and ELLs in NYC Public Schools. The Policy and Reference Guide should be used as *the* primary resource of reference when enrolling, identifying and screening MLs and ELLs.

Leader’s Note:

Remember that all [students in temporary housing](#) are eligible for immediate enrollment in the school that is closest to their residence, regardless of grade, school preference, or other circumstances. Additionally, families and caregivers of students in temporary housing do not have to produce records typically required to begin the process of enrollment (e.g., birth certificate, school records, immunization records, proof of residency).

CASE STUDY: Enrollment

The parent coordinator at Florence Mills—who speaks Mandarin Chinese and English—invites the bilingual Spanish paraprofessional on the intake team to help the new students and their family member complete the [enrollment forms](#), [emergency contact cards](#), and determine the [transportation eligibility](#) for the new students. The parent coordinator then calls the ENL coordinator—a “NYS certified teacher who has a...English to Speakers of Other Languages (ESOL) certification”³ to administer the [Home Language Identification Survey](#) with the family member.

After delivering the completed forms to the school secretary, the ENL coordinator and the parent coordinator walk the students and the family member—the father to one of the new students and an uncle to the other—over to meet their ENL teacher and find the room that the students will go to first when they return to school in the morning. After some initial greetings are exchanged with the ENL teacher, the parent coordinator then escorts them out of the building and sends the following email to the intake team:

To: intake-team@florencemillshs.org

Subject: 2 New Admits Starting Tomorrow (Likely ELLs)

Good afternoon,

We are enrolling 2 new admits with a home language of Spanish, Juan José and Rodolfo, starting tomorrow. They are cousins but OK with not being in the same classes.

FPalma@florencemillshs.org, please follow up with recommendations for 10th grade student mentors.

Thanks,

LX

³ Quote taken from the Home Language Questionnaire (HLQ) and Individual Interview Guidance ([NYSED CR 154](#))

CASE STUDY: ELL Identification and Screening

One programming change that ENL teachers at Florence Mills requested was to create a dedicated first-period assignment for an ENL teacher on staff to conduct the ELL identification, screening, and interviews with newly arrived students. This not only created a consistent place for students to start each day of their “orientation week,” but it also ensured that new arrivals were not overwhelmed with a battery of assessments on their first day of school. Additionally, it also ensured that the time-sensitive work of ELL identification and screening had a recognized place in a teacher’s professional schedule.

Table: 1st Period Screening Schedule for a New Arrival’s Orientation Week at Florence Mills High School

Day 1	Day 2	Day 3	Day 4	Day 5
Individual Interview, Part 1 (Questions 1-13)	New York State Identification Test for English Language Learners (NYSITELL)	Multilingual Literacy SIFE Screener (MLS)*	Spanish LAB OR Chinese Reading Test AND/OR SIFE Writing Screener	Individual Interview, Part 2 (Questions 14-25)

Leader’s Note:

**If no home language screeners are currently used by your school or available in a student’s home language, the Multilingual Literacy SIFE Screener (MLS) can be used to identify home language literacy and math grade levels.*

➤ **The K-8 Perspective:**

Younger students—both from a developmental standpoint and because the daily schedule is structured differently in the elementary grades—may be able to transition more easily by being placed directly into their new class cohort, with a qualified teacher pulling them out of time blocks during the day to complete their ELL identification and screening assessments. Like the high school case study, however, all schools should emphasize building rapport when conducting interviews and consider the pacing of screeners so that students are not overwhelmed with assessments.

Middle schools and the upper grades in K-8 schools may need to choose the approach that is most appropriate for their respective size and schedule. Larger middle schools with multiple transitions during the day, for example, may want to follow an identification and screening schedule more closely aligned to the orientation week in the case study, while schools with smaller cohorts and less transitions may want to follow the suggested approach for elementary schools.

Finally, as noted in the next section, it is recommended that the parents and guardians of younger students be included in the individual interview so that a child’s educational history can be captured more accurately in full.

4. THE INDIVIDUAL INTERVIEW

The [Individual Interview](#) is conducted in English and in the student’s home language and is a mandated component of the New York state ELL identification and screening process. The interview gives a preliminary assessment of a student’s understanding of, and ability to speak the English language and of the student’s proficiency in a language other than English, but is not intended to provide an exact or complete assessment of a student’s oral language proficiency. Standardized or formal assessment instruments should not be used for the Individual Interview.

The Individual Interview should be brief and age appropriate but should also provide enough evidence to make a preliminary assessment of the student’s oral language skills. Interviewers should receive training on the interview process and be familiar with the interview questions. Information gained through the interview process can be shared when making pedagogical decisions for the student and can be used to identify other related services for the student and their family. Students who appear to have a severe disability, whether they have an Individualized Education Program (IEP) from the United States or not, *must* have their parents be part of the Individual Interview, although [it is also recommended that a parent/guardian be included in the interview for all students](#).

Leader’s Note:

Keep a list of staff members that speak languages other than English so they can provide support during the Individual Interview as needed. Contact the [Office of Language Access](#) for any languages that are not spoken by your school staff.

School personnel responsible for the interview process can use the sets of questions suggested by NYSED for their respective grade levels, although local educators “may write their own” set or add items as long as they are mindful of the age appropriateness of the questions and the length of the interview ([see pages 12-16 of CR Part 154 Guidance](#)).

CASE STUDY: The Individual Interview at Florence Mills High School

Historically, ENL teachers at Florence Mills had always done the Individual Interview using the recommended questions from NYSED. However, as the number of newly arrived ELLs increased during the last school year, some ENL teachers had also begun to use the [Students with Interrupted/Inconsistent Formal Education \(SIFE\) Oral Interview Questionnaire](#) with more frequency, and with a growing awareness that some students were dealing with traumatic experiences, the social worker also created a wellness check interview to identify students' social-emotional needs. Not surprisingly—the feedback from staff and students was that there were too many interviews.

Based on that feedback, the intake team reviewed the Individual Interview, the SIFE Oral Interview Questionnaire, the school-made wellness check interview, and several other intake interviews published by researchers to look for alignment in the questions. After their review, [they created a single interview and divided it into two parts to be conducted over two separate days](#) so that students would only sit for about 10-15 minutes during each part of the interview.

When the ENL teacher completed an Individual Interview with a student, she had one of the paraprofessionals on the intake team transcribe her hand-written notes onto [a digital form of the interview](#) so that the data could be quickly shared with the intake team for review and analysis (e.g., by the social worker so that she could follow up with any students who reported trauma), while also ensuring the privacy and confidentiality of student responses by limiting data access to members of the intake team.

CASE STUDY: Orientation Week for Newly Arrived ELLs

In addition to creating the first period screening schedule and the newly aligned interview, the intake team at Florence Mills decided to include two other supporting pieces into their orientation week for new arrivals, both of which were enhancements to work that they had begun in the previous year.

First, each newly arrived ELL in the 9th grade was matched with a 10th grade “student mentor” to shadow for the week. After their first period ELL screening task, the 9th grade new arrival followed their 10th grade student mentor’s class schedule for the week, gaining a familiarity with how the school worked by observing the layout of classrooms and key locations, how periods changed, and who they could go to for support. While the newly arrived 9th grade students were not expected to complete any of the 10th grade coursework during the orientation week, teachers were encouraged to find ways to welcome the new arrivals into their classrooms and include them in their lessons and activities as much as possible.

Something that the intake team had learned from the previous year was that the mentorship experience was most successful when student mentors and new arrivals were matched as closely as possible according to their shared demographics (e.g., home language, country of origin, age, gender). Additionally, the team had learned that the best mentors were students who *wanted* to provide support to new arrivals, and so the intake team had students who were interested in becoming student mentors complete a short application to ensure that they understood their commitments and responsibilities.

To support the student mentors—who themselves were new arrivals in the previous school year—the intake team created a weekly Wednesday lunch session, led by the bilingual Spanish 9/10 science teacher on the intake team. Although at the beginning of the year the purpose of the lunch sessions were to train students on how to be mentors to the new arrivals, as the year went on, this time also provided ongoing support for the mentors as “second-year new arrivals,” creating a space for them to receive additional tutoring and to strengthen their relationships with each other and the school community.

The other supporting piece that the intake team put into place for orientation week was time for the guidance counselor to check-in with each new arrival. On Day 5, following the completion of Part 2 of the Individual Interview, the ENL teacher introduced the newly arrived ELL to the guidance counselor, who welcomed the student with a backpack filled with school supplies—including a t-shirt, a hooded sweatshirt and gym shorts with the Florence Mills logo. In addition to providing the new student with supplies for school, this brief introduction also gave the guidance counselor a chance to request any academic records or [transcripts from the child’s previous school](#), as well as inquire about any needs related to their current housing situation. (Note that at Florence Mills, the guidance counselor is also the appointed School-

based STH Liaison, who ensures that all [students in temporary housing](#) are receiving the support and services that they need to succeed in school.)

➤ **The K-8 Perspective:**

While larger middle schools with multiple transitions during the day might find the peer mentoring experience from the case study applicable to their context, elementary schools and smaller middle schools may want to lean into their school's core values, classroom norms, routines and protocols to help new arrivals transition into the school environment. For example, establishing clear and consistent routines for literacy blocks at the beginning of the year can help train students to be the trainers of those routines when new arrivals enter the classroom during the course of the school year. Helping ELL and non-ELL peers better understand their role in the classroom both to collaborate with and learn from their newly arrived ELL peers can not only make for better transitions into the classroom for new arrivals, but can also help to create a stronger learning community for all students.

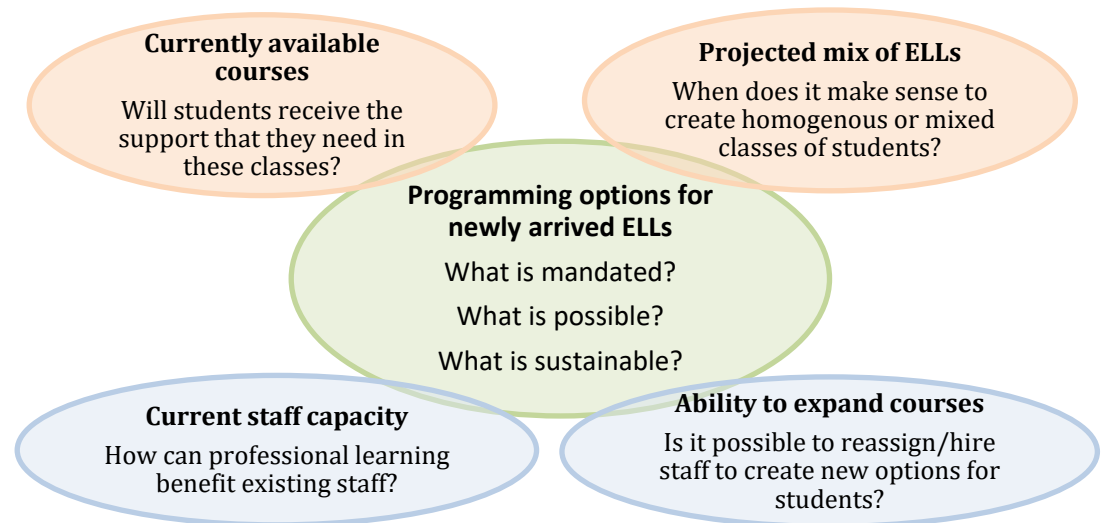
5. TRANSITIONING FROM INTAKE TO INSTRUCTION

While it is critical that the identification and screening process for English language learners is done with fidelity to all NYSED regulations, the transition from intake to instruction is just as important—and perhaps even more significant—as the decisions made by educators will impact students throughout the coming months of the school year and beyond.

Commissioner’s Regulation Part 154 establishes that local education agencies “*must outline how [they] are addressing the needs of their ELLs and describe their strategic plan for providing grade-appropriate, linguistically and academically rigorous instruction that will allow ELLs to meet the Next Generation Learning Standards in alignment with the expectations set forth in the [New York State Blueprint for English Language Learner/Multilingual Learner Success](#).*”⁴

This state mandate takes shape at the school level in the form of the Language Allocation Policy (LAP), which is a component of a school’s overall Comprehensive Education Plan (CEP). All parts of a school’s LAP and CEP must align to the [units of study and staffing requirements for both English as a New Language \(ENL\) and Bilingual Education Programs](#).

However, the ongoing nature of ELLs arriving *throughout* the school year can test the limits of even the most well-designed policies and plans, and so intake teams must continually assess what is possible and what is sustainable in addition to meeting the legal requirements when programming newly arrived ELLs into their class assignments:



⁴ [CR Part 154 Comprehensive ELL Education Plan \(CEEP\)](#), NYSED

While this programming will involve the logistically challenging work of matching certified teachers to teaching assignments, cohort numbers to classroom space, and available minutes to credits and requirements, school leaders must ensure that this work is guided by the vision that for newly arrived ELLs to succeed, all teachers in the school must see themselves as teachers of multilingual learners and English language learners, and make that vision a reality through sustained professional learning and support.

Leader's Note:

It is important to set the vision that all teachers at your school are teachers of multilingual learners and English language learners, including newly arrived ELLs, and follow up on that vision with sustained professional learning and support.

CASE STUDY: Matching Students to School Programs and Supports

After the completion of Juan José and Rodolfo’s “orientation week,” the AP of ELA/ENL, the ENL coordinator, the 9th grade math teacher and the guidance counselor meet to review the intake data for each student:

Table: Intake Data for Juan José and Rodolfo

ELL Screening Component	Student: Juan José
<u>Individual Interview</u>	<p>JJ is 14 years old and currently lives with his mom and younger sister, aunt, uncle and three younger cousins. He lives with another FMHS student, Rodolfo (cousin from another uncle and aunt).</p> <p>Born in Guatemala City, he attended school consistently until age 13. His preferred language is Spanish, and he speaks, reads and writes in Spanish. JJ reports that he studied English at his school in Guatemala.</p> <p>JJ likes to play video games and talk with his friends. He wants to be a doctor in the future and is excited about being in NYC, but is sad because he still wishes his father was with him. (Dad passed away two years ago.)</p>
<u>NYS Identification Test for ELLs (NYSITELL)</u>	<p>Entering level of English language proficiency</p>
<u>Multilingual Literacy SIFE Screener (MLS)</u>	<p>JJ reads in Spanish at the 9th grade level and is at the 7th grade level in math in Spanish.</p>
<u>Spanish LAB</u>	<p>Results indicated on grade level literacy skills in Spanish</p>
<u>SIFE Writing Screener</u>	<p>Not administered based on JJ’s reported consistent educational history and his assessed grade levels in literacy and math in Spanish.</p>

ELL Screening Component	Student: Rodolfo
<u>Individual Interview</u>	<p>R is 16 years old and currently lives with his aunts, uncle and younger cousins. He lives with another FMHS student, Juan José (cousin).</p> <p>Grew up in a rural farming village in Guatemala and attended school when he wasn't helping his family on the farm or taking products to the market.</p> <p>Although his identified home language is Spanish and he prefers to speak in Spanish, Rodolfo's first language is K'iche', the language spoken by his family and used in his primary school. He has not previously studied English. R likes to play soccer and talk with his friends. He wants to be an auto mechanic in the future. Although he is happy to be in school, he is anxious to get a job so that he can send money back to his family members in Guatemala.</p>
<u>NYS Identification Test for ELLs (NYSITELL)</u>	<p>Entering level of English language proficiency</p>
<u>Multilingual Literacy SIFE Screener (MLS)</u>	<p>R is reading at a 3rd grade level in Spanish and is at the 5th grade level in math in Spanish. Reader's Note: <i>K'iche' is not one of the languages currently available on the MLS.</i></p>
<u>Spanish LAB</u>	<p>Results indicated below grade level literacy skills in Spanish.</p>
<u>SIFE Writing Screener</u>	<p>Based on his reported educational history and his MLS results, R was administered the <u>SIFE Writing Screener in Spanish</u> and scored a "Mostly 0." Rodolfo is considered to be SIFE and should be programmed for additional support.</p>

Based on the intake data and the courses currently available for placement to 9th grade students, the team decided on the following instructional programs for [Juan José](#) and [Rodolfo](#): (See the next two pages for each student's schedule.)

Table: Juan José’s Class Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 7:45-8:31	MEDIA ART (CL2) Jordan	ADVISORY 9N (R105) Perez-Henderson	MEDIA ART (CL2) Jordan	ADVISORY 9N (R105) Perez-Henderson	MEDIA ART (CL2) Jordan
2 8:34-9:17	ALGEBRA 1-NA (R314) Miller	ALGEBRA 1-NA (R314) Miller	ALGEBRA 1-NA (R314) Miller	ALGEBRA 1-NA (R314) Miller	ALGEBRA 1-NA (R314) Miller
3 9:20-10:03	ENGLISH 9 (R209) Sinclair / Lee	ENGLISH 9 (R209) Sinclair / Lee	ENGLISH 9 (R209) Sinclair / Lee	ENGLISH 9 (R209) Sinclair / Lee	ENGLISH 9 (R209) Sinclair / Lee
4 10:06-10:49	SPANISH LIT. (R402) Contreras	SPANISH LIT. (R402) Contreras	SPANISH LIT. (R402) Contreras	SPANISH LIT. (R402) Contreras	SPANISH LIT. (R402) Contreras
5 10:52-11:35	LUNCH (CAF)	LUNCH (CAF)	LUNCH (CAF)	LUNCH (CAF)	LUNCH (CAF)
6 11:38-12:21	ENL STANDALONE (R111) Ramirez	ENL STANDALONE (R111) Ramirez	ENL STANDALONE (R111) Ramirez	ENL STANDALONE (R111) Ramirez	ENL STANDALONE (R111) Ramirez
7 12:24-1:07	GLOBAL STUDIES (R209) Cheng / Ramirez	GLOBAL STUDIES (R209) Cheng / Ramirez	GLOBAL STUDIES (R209) Cheng / Ramirez	GLOBAL STUDIES (R209) Cheng / Ramirez	GLOBAL STUDIES (R209) Cheng / Ramirez
8 1:10-1:53	LIVING ENV. (C) (R317) Palma	LIVING ENV. (C) (R317) Palma	LIVING ENV. (C) (R317) Palma	LIVING ENV. (C) (R317) Palma	LIVING ENV. (C) (R317) Palma
9 1:56-2:39	PHY. ED. (BGYM) Kattan	PHY. ED. (BGYM) Kattan	PHY. ED. (BGYM) Kattan	PHY. ED. (BGYM) Kattan	PHY. ED. (BGYM) Kattan

COLOR CODE KEY:

ADVISORY 9N: Class for newly arrived ELLs; advised by ENL teacher

ALGEBRA 1-NA: Course for 9th grade new arrivals entering at below grade level in math; offers paraprofessional support

ENGLISH 9: Integrated ENL/ELA course

LIVING ENV. (C): Mixed 9th/10th grade course; offers bilingual Spanish support from teacher

Table: Rodolfo’s Class Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 7:45-8:31	ADVISORY 9S (R105) Perez-Henderson	MEDIA ART (CL2) Jordan	ADVISORY 9S (R105) Perez-Henderson	MEDIA ART (CL2) Jordan	ADVISORY 9S (R105) Perez-Henderson
2 8:34-9:17	ALGEBRA 1-NA (R314) Miller	ALGEBRA 1-NA (R314) Miller	ALGEBRA 1-NA (R314) Miller	ALGEBRA 1-NA (R314) Miller	ALGEBRA 1-NA (R314) Miller
3 9:20-10:03	ENGLISH 9 (R209) Sinclair / Lee	ENGLISH 9 (R209) Sinclair / Lee	ENGLISH 9 (R209) Sinclair / Lee	ENGLISH 9 (R209) Sinclair / Lee	ENGLISH 9 (R209) Sinclair / Lee
4 10:06-10:49	SPANISH LIT. (R402) Contreras	SPANISH LIT. (R402) Contreras	SPANISH LIT. (R402) Contreras	SPANISH LIT. (R402) Contreras	SPANISH LIT. (R402) Contreras
5 10:52-11:35	LUNCH (CAF)	LUNCH (CAF)	LUNCH (CAF)	LUNCH (CAF)	LUNCH (CAF)
6 11:38-12:21	ENL STANDALONE (R111) Ramirez	ENL STANDALONE (R111) Ramirez	ENL STANDALONE (R111) Ramirez	ENL STANDALONE (R111) Ramirez	ENL STANDALONE (R111) Ramirez
7 12:24-1:07	GLOBAL STUDIES (R209) Cheng / Ramirez	GLOBAL STUDIES (R209) Cheng / Ramirez	GLOBAL STUDIES (R209) Cheng / Ramirez	GLOBAL STUDIES (R209) Cheng / Ramirez	GLOBAL STUDIES (R209) Cheng / Ramirez
8 1:10-1:53	LIVING ENV. (C) (R317) Palma	LIVING ENV. (C) (R317) Palma	LIVING ENV. (C) (R317) Palma	LIVING ENV. (C) (R317) Palma	LIVING ENV. (C) (R317) Palma
9 1:56-2:39	PHY. ED. (BGYM) Kattan	PHY. ED. (BGYM) Kattan	PHY. ED. (BGYM) Kattan	PHY. ED. (BGYM) Kattan	PHY. ED. (BGYM) Kattan

COLOR CODE KEY:

ADVISORY 9S: Small-group advisory specifically for students identified as SIFE; advised by ENL teacher

SPANISH LIT.: Offers support from paraprofessional for students below grade level literacy in Spanish

ENL STANDALONE: Mandated course for Entering & Emerging students; features support for Global Studies content by ENL teacher

GLOBAL STUDIES: Integrated ENL in Core Content Area course

While both Juan José and Rodolfo’s programs meet the [mandated minutes for ENL instruction outlined by CR Part 154-2](#), they also include strategic supports embedded throughout the school day and week to help newly arrived ELLs navigate the transition to their new learning environment (Advisory), maintain and develop their home language skills (Spanish Literature), and bridge their way into grade-level content (Algebra I, ELA, Global Studies, Living Environment). Additionally, Rodolfo’s small-group advisory provides a consistent time and space for teachers to work with [SIFE students—a demographic with distinct needs requiring specific instructional considerations and approaches](#).

➤ **The K-8 Perspective:**

While [ENL Stand-alone minutes must be administered based on students’ English proficiency levels](#), elementary schools—unlike high schools with more rigid course progressions and credit requirements—may have more creativity with how they can structure their ENL or bilingual minutes by having certain blocks or lessons taught by co-teachers either inside or outside of the primary classroom.

Middle schools may have scheduling concerns more similar to high schools, especially if there is a limited number of ENL or bilingual teachers on staff. One way to address this concern is to cohort students so that a particular teacher’s schedule can align more closely to the cohort’s schedule. Additionally, assessing which classes or content areas might benefit from a co-teaching model or need more language support are also important considerations to make when determining teaching and paraprofessional assignments. Finally, considering the time of day to schedule more language-intensive blocks or courses can also have an impact on success—especially for younger students who may be developing their attention spans.

6. TEAM-BASED APPROACHES TO PROGRESS MONITORING FOR NEWLY ARRIVED ELLs

Even with thoughtful procedures for programming in place, daily instruction for newly arrived ELLs can be challenging, especially for educators who may not be used to teaching this population. Teachers may feel frustrated because progress for newly arrived ELLs may be hard to notice initially, and the instructional methods that they might have used in the past for other MLs and ELLs may need additional scaffolding. Some educators—even with good intentions—may develop a deficit mindset, and as a result lower standards and expectations for what they believe newly arrived ELLs can do in their classrooms.

Team-based approaches to progress monitoring, therefore, not only help educators to combat deficit thinking, but they are also a way to share promising practices of what can work for newly arrived ELLs at the school. While intake team members can help to relay information on newly admitted students and liaison between grade-level and departmental teams, all school teams and teachers should play a role in progress monitoring for newly arrived ELLs. This approach is therefore a natural fit for the Multi-Tiered System of Support (MTSS) models that K-8 schools may already be using, and also similar to inquiry work being done by grade-level and departmental teams at the secondary level. These team members—because they are the closest to the day-to-day experiences of their students—are best positioned to review the data, take quick and collective action, and adjust their instructional practices and learning environments to better serve newly arrived ELLs.

Leader's Note:

All school teams and teachers should play a role in progress monitoring for newly arrived ELLs. Consider entry points for this focus in your existing MTSS model or professional inquiry work.

Collect data from a variety of sources

In order to get a more complete picture of what newly arrived ELLs bring to our classrooms, it is important to collect data from a variety of sources. This includes the data from the ELL identification and screening process—which the intake team will need to review before sharing with other teams to ensure that the [privacy of student data](#) is not compromised—but should not be limited to those initial assessments. Other school-wide screeners and periodic assessments can help to provide a more complete picture of a student, but, similarly should not be the only data sources for newly arrived ELLs—especially if they are conducted in English only. Formative and summative assessments from multiple content areas in multiple formats—in the multiple languages of the child—can give a much more detailed picture of the assets that newly arrived ELLs bring to our classrooms, as well as a more precise picture of what their most immediate needs are in the moment.

Use a protocol to review student data

Protocols set a purpose for reviewing data, ensure that a student’s assets and needs are taken into account, and maintain a [focus on equity](#). Before entering into any [protocol that reviews student work](#), however, it is important for teams to develop norms for sharing and analyzing that work so that conversations stay positive, productive and focused on the growth of students.

Shadow a newly arrived ELL

While this approach can be done using a [formal process for student shadowing](#), or informally by asking educators to observe the student in another class and take low-inference notes, this approach may be the best way to build empathy and understanding for what the school day experience is like for a newly arrived ELL. Team members should debrief with the team as soon as possible after they have shadowed a student to ensure that their reflections and recommendations are timely, relevant, and actionable.

Collaborate on scaffolding decisions

The benefit of reviewing student work together as a team is that members not only get additional insight into how a student is doing in other classes, but they can also begin to see what is possible for that same student in their own classes. As a result, looking at student work collaboratively can be a powerful and effective way to spread promising practices such as [scaffolding techniques specific for MLs and ELLs](#).

Decide collectively on the scale of action to take

While teams should be responsive to what the data is telling them, they will also need to weigh the balance of any proposed change against the potential impact to the programs that are currently in place for newly arrived ELLs. (For example, creating a separate and targeted literacy block that pulls newly arrived ELLs out of their regular ELA class can lead to *less* opportunities for newly arrived ELLs to practice their English skills with other ELLs and non-ELL peers.) This is why it is so important to always state what is working well during progress monitoring meetings—to acknowledge the assets that students bring and ground any proposed change in the vision and values of the school.

CASE STUDY: What's Working, What's Not, and How Much to Adjust

Halfway into the school year, the intake team at Florence Mills High School meets to review how the school's programs are currently serving their newly arrived ELLs. In addition to looking at the most recent periodic assessment data, the team also reviews the New Arrival Check-in Charts that they had asked the 9th and 10th grade teams to complete earlier in the month. See [Juan José's Check-in Chart](#) on the following page.

One positive aspect that the intake team noticed from their review of the New Arrival Check-in Charts was the successful collaboration between the ENL teacher (Ramirez) and the Global Studies teacher (Cheng). The lead-in of the sixth period ENL Stand-alone going into the seventh period Global Studies seems to have helped students build their grade-level content knowledge and given the co-teachers the ability to adjust their instruction more efficiently based on what was observed from students in the earlier period.

Another highlight that the team noticed in the notes was the success of the Living Environment course. To learn more about this, the AP of ELA/ENL made an action item for the AP of Science and herself to meet with the Living Environment teacher (Palma) and schedule a class visit to identify practices that could be shared across the team and school to engage newly arrived ELLs.

One area of concern that the team identified was how the newly arrived ELLs were doing in their Algebra 1 course, a point that was further underscored by the results on the middle-of-the-year math assessment. After some discussion on what additional supports might be needed, the team decided to review the ENL teachers' assignments for the second semester to see if they could add a co-teacher to the Algebra 1 course. While acknowledging that this might address the need in the short term, the team also made the long-term recommendation that the school make plans to hire a certified bilingual Spanish math teacher. This potential new hire—along with the Living Environment teacher getting his bilingual certification extension—would help the school to meet the requirements for a [Transitional Bilingual Education Program](#), something that the school would like to offer for students in the 9th and 10th grades in the following year.

Finally, recognizing that there were several notes on the Check-in Charts related to an increase in social-emotional concerns and drops in attendance for newly arrived ELLs, the social worker recommended a professional development session on how to incorporate trauma-informed practices across the school, and the parent coordinator made plans to reach out to the families and caregivers of students with attendance concerns.

Table: New Arrival Check-in Chart for Juan José

Grade: 9

Student: Juan José

Date: January 14	Strengths	Challenges	Modifications	Next Steps
ALGEBRA 1 (Miller)	Good participation	Still struggles with grade-level concepts	Assigned additional materials for remediation	Needs more support
ENGLISH 9 (Sinclair / Lee)	Loves to act out scenes during class	Essay writing	Scaffolding for longer pieces of writing	Mini-lessons taught by Ms. Lee for ENL support
SPANISH LITERATURE (Contreras)	Loves reading!	Missing some journal entries	No plans at this time	Needs to make up work
ENL STANDALONE (Ramirez)	Good participation; helps other students	Some texts from <i>Global Studies</i> are challenging for him	Using a collaborative strategic reading protocol	Build reading skills through discussion and modeling
GLOBAL STUDIES (Cheng / Ramirez)	Seems to be very interested in <i>Global</i> topics!	Reading primary sources	More small group work	Working with Ms. Ramirez on a reading protocol
LIVING ENVIRONMENT (Palma)	Juan José is an excellent lab partner	It can take him a while to get started on his writing assignments	Sentence and paragraph frames to support writing	Write a lab report using a scaffolded outline
PHYSICAL EDUCATION (Kattan)	Enjoys playing with his peers	Needs to bring change of clothes	Provide short and shirt from school	Encourage to join track team in the Spring

OTHER NOTES

- Advisor noted that JJ often comes late to first period, puts his head down and sleeps.
- Staff members have noticed JJ becoming visibly frustrated with some of his peers in the past few weeks.

7. ADDITIONAL SUPPORTS FOR NEWLY ARRIVED ELLs

It cannot be overstated how critical regular attendance can be to the success of newly arrived ELLs, and while a strong instructional core must be the focus of every school, often it is the additions to the core that can motivate new arrivals to stay in school, provide spaces for inclusion and belonging, and ultimately serve to complement that core instruction. Schools that have limited experience teaching newly arrived ELLs may already have some of these additional supports in place, and with some cultural and linguistic considerations, can easily make them accessible and engaging for newly arrived ELLs and their families.

Advisory Programs

Whatever schools call their advisory programs (homeroom, guidance, crew, etc.), this regular time and space in the schedule can help newly arrived ELLs in many of the same ways that it can help other ELLs and non-ELL students. There are, however, several questions that schools should take into consideration when planning their advisory programs for newly arrived ELLs: Should newly arrived ELLs be placed in their own advisory cohort or mixed into existing heterogeneous cohorts? What language supports or accommodations might be needed in these programs? How can the structure and pacing of the advisory program be adjusted to welcome new arrivals throughout the year? While the answers to these questions will need to be determined at the school level, as long as advisory programs focus on belonging, inclusion and community-building, they can be powerful ways to engage and sustain newly arrived ELLs throughout the school year.

Community-Based Organizations

Partnerships with community-based organizations (CBOs) can help schools offer wraparound services that newly arrived ELLs and their families may need. Schools can [search multilingual CBOs in NYC](#) by language, focus and location to identify potential partnerships, however, any collaboration should include guidance and supervision from the school to ensure that newly arrived ELLs and their families are served in a safe and caring environment, especially if organizations are working directly with students and families on matters including traumatic experiences or their immigration status.

Family and Community Engagement

One task that an intake team can undertake is to review the school’s family engagement plan with an eye towards creating more [culturally responsive-sustaining family and community engagement](#). While [outreach](#) to families and caregivers of newly arrived ELLs may require different ways of thinking about family engagement, this challenge provides an opportunity to strengthen a school’s practices. For example, because it may be difficult for families to attend events on weekday evenings due to work, child care or travel requirements, schools may want to look for alternative locations for families to meet on the weekend, such as in a local park or in a religious space familiar to the community. Additionally, schools may want to consider using a messaging application that can help promote two-way communication with families and caregivers.

Another task for an intake team might be to create a family association group specifically for families and caregivers of newly arrived ELLs. This type of group not only provides community and network-building opportunities for families, but it also helps focus the school’s resources on addressing commonly asked questions or urgent needs as they come up. In addition, these family association groups can be even more powerful and sustaining when they are co-led by parents and caregivers of former new arrivals. Family association leaders can collaborate on topics such as learning about the [annual parent teacher meetings for English Language Learners](#), ensuring that [newly arrived families understand their rights](#) as they navigate NYC Public Schools, and highlighting [program options](#) to uplift multilingualism as an educational, cultural and career asset.

Postsecondary Planning

Newly arrived ELLs in high school face unique challenges as they prepare for their postsecondary plans. When working with newly arrived ELLs, it is important that schools build intentional community, ensure accessibility, prioritize social-emotional learning and [provide culturally responsive and sustaining approaches to advising](#). Schools can [review existing practices, reflect and plan](#) to ensure that postsecondary planning for newly arrived ELLs and their families is welcoming, inclusive and equitable, making resources and opportunities to explore college and career opportunities accessible for newly arrived ELLs and undocumented students.

School Clubs and Teams

Clubs and [sports teams](#) are excellent ways to engage newly arrived ELLs by helping them to develop interests, skills and positive relationships with peers and adults. If funding is available, Saturday clubs can offer additional care for families of newly arrived ELLs and opportunities for teachers to accelerate or complement their weekly instruction. One opportunity might be to create an “NYC Explorers Club” for newly

arrived ELLs to visit sites around the city under the supervision of teachers and school staff. These types of clubs not only help new arrivals learn how to navigate public transportation and life in New York City, but they can also build shared knowledge that teachers can draw from later in their lessons for literacy and language development.

8. CONSIDERATIONS FOR NEWLY ARRIVED ELLs THROUGHOUT THE YEAR(S)

Because there is a natural tendency—and need—to focus on the most recently arrived ELLs, there is the inherent possibility that a school’s attention can be drawn away from previous new arrivals. However, newly arrived ELLs need to be supported not only as they experience the emotional ups and downs of their first year, but also throughout the years as students move up the grade levels. This ongoing and continued support is imperative for older new arrivals, who must quickly meet the requirements for high school graduation and prepare for postsecondary pathways.

Intake teams can play a critical role by sharing the data, knowledge, and learning preferences of newly arrived ELLs as students move across grades at their schools. Additionally, guidance counselors can share information with other NYC Public Schools—with respect to student privacy—when new arrivals graduate or transfer from their school. This support can be especially critical for students who enter in transitional grades (e.g., a student who arrives in the 8th grade and must enroll in high school the following year).

Leader’s Note:

Consider how your school will provide long-term support for newly arrived ELLs and plan for their continued growth by having teachers share information, promising practices or potentially looping with cohorts across grades levels.

9. LEADER’S TOOL: ENSURING SUCCESS FOR NEWLY ARRIVED ELLs

School leaders can use the following tool as it is or [modify questions using this link](#) to fit the local context of their school. Intake team members can collaborate and support by taking the lead on questions of relevance to their expertise.

HUMAN RESOURCES

Question	Example/Suggestion/Reference	Notes
Do we have sufficient school-wide representation on our intake team?	Administrators, ENL teachers, content teachers, guidance counselors, social workers, parent coordinators, etc. See CASE STUDY: Intake Team Responsibilities and Support .	
How will our intake team communicate information to/from other teams at our school?	Relay decisions and solicit new needs at grade-level and/or departmental team meetings.	
How many qualified personnel do we have on staff to help with the ELL identification and screening process?	See NYSED definition of “qualified personnel” on page 2 .	
To what extent does our current bilingual and ENL staff match our students’ needs?	Align teaching assignments to meet students’ needs. See CASE STUDY: What’s Working, What’s Not, and How Much to Adjust .	
In what language and/or content areas should we prioritize for new hires to support our newly arrived ELLs?	Bilingually-certified math teachers, etc. See CASE STUDY: What’s Working, What’s Not, and How Much to Adjust .	

Question	Example/Suggestion/Reference	Notes
How can we program students into a course schedule that meets their needs and interests?	Art, music, computer programming, STEM, etc. See CASE STUDY: Matching Students to School Programs and Supports .	
Do we have an advisory program in place to support newly arrived ELLs?	Small-group advisories led by bilingual or ENL teachers, postsecondary planning sessions specifically designed for newly arrived ELLs, etc.	
How are we strategically providing staff and/or student mentors for new arrivals?	Student ambassador programs, peer mentors, etc. See CASE STUDY: Orientation Week for Newly Arrived ELLs .	
How are we involving the families and caregivers of newly arrived ELLs?	Orientation meetings, family association groups, etc. See Part 7: ADDITIONAL SUPPORTS FOR NEWLY ARRIVED ELLs .	
What additional support do we need for family/community outreach?	Messaging app to improve two-way communication, Saturday adult classes, etc. See Part 7: ADDITIONAL SUPPORTS FOR NEWLY ARRIVED ELLs .	
What CBOs can we partner with to support our newly arrived ELLs and their families?	See this list of multilingual CBOs in NYC .	

PHYSICAL RESOURCES

Question	Example/Suggestion	Notes
How can we visually display that our school values all students, including newly arrived ELLs?	Hallway banners, school flyers, welcome signs and student work in multiple languages, etc.	
Where will new arrivals and their caregivers first be received in our school?	Main office, library, ambassadors' room, etc. See CASE STUDY: Welcome to School .	
How can we create a safe space for students and families to share openly during their initial conversations?	Toys and books on hand for younger siblings, water, and snacks available for families, etc. See CASE STUDY: Welcome to School and CASE STUDY: Enrollment .	
How will we monitor our common spaces (e.g., hallways, stairwells, cafeteria) to ensure that newly arrived ELLs are navigating the school safely?	All staff encouraged to monitor hallways and stairwells for students who may be lost.	
What resources do we have available to provide for newly arrived students?	Backpack with supplies, school uniforms, gym clothes, etc. See CASE STUDY: Orientation Week for Newly Arrived ELLs .	
Do we have a binder for students that includes a...?	<ul style="list-style-type: none"> ● Bell schedule ● Map of the school ● English conversational phrase book ● Journal/notebook 	
Does every classroom include...?	<ul style="list-style-type: none"> ● Bilingual dictionaries, glossaries and cognates in all student languages 	

Question	Example/Suggestion	Notes
	<ul style="list-style-type: none"> ● Consumable supplies (e.g., pens, pencils, rulers, etc.) ● Bilingual labels on items and locations in the classroom 	
To what extent can instructional teams provide a consistent classroom layout for newly arrived ELLs?	Teachers utilize a common rug for circle time, students sit in assigned small groups in all classes, etc.	

SCHOOL CULTURE AND PROFESSIONAL LEARNING

Question	Example/Suggestion	Notes
How can our intake team build a school culture that fosters a sense of belonging in newly arrived ELLs?	“Better know a student” features on the TV display outside the main office, weekly cultural celebrations, etc.	
Which cultural backgrounds, geographic regions or language groups does our school community need to learn more about?	Indigenous languages, low-incidence languages, new and growing school populations, etc. See Part 2: ESTABLISHING AN INTAKE TEAM.	
How can we help all building staff be aware of the role that they play in welcoming and supporting newly arrived ELLs and their families?	Campus-wide meetings, poster campaigns, donation drives, etc. See CASE STUDY: Welcome to School.	
How are we keeping our newly arrived ELLs data safe while also ensuring that our educators can...? <ul style="list-style-type: none"> ● make more informed instructional decisions ● identify supports for social-emotional needs ● advocate for programs and services ● learn from each other 	See CASE STUDY: The Individual Interview at Florence Mills High School. See CASE STUDY: What’s Working, What’s Not, and How Much to Adjust.	
What new professional learning does/do our _____ need to better serve newly arrived ELLs? <ul style="list-style-type: none"> ● Staff 	Streamlining intake and programming decisions, scaffolding instruction for newly arrived ELLs, including trauma-informed practices into lesson routines, etc.	

Question	Example/Suggestion	Notes
<ul style="list-style-type: none"> ● Intake team ● Grade-level teams ● Content area teams ● Guidance staff ● Support staff ● Family and community-facing staff 	<p>See Part 6: TEAM-BASED APPROACHES TO PROGRESS MONITORING FOR NEWLY ARRIVED ELLs</p> <p>See Part 7: ADDITIONAL SUPPORTS FOR NEWLY ARRIVED ELLs.</p>	
<p>Which co-teaching approaches can we use to provide support for newly arrived ELLs in content area classrooms?</p>	<p>Common planning time, creating co-teaching norms, sharing best practices, etc.</p> <p>See CASE STUDY: What's Working, What's Not, and How Much to Adjust.</p>	
<p>What common strategies are teachers using to enhance instruction across content areas for newly arrived ELLs?</p>	<p>Shared reading and writing protocols, discussion starters, graphic organizers, etc.</p> <p>See Scaffolding Instruction for MLs and ELLs, K-12.</p>	
<p>How do all school teams review data and share promising practices to improve outcomes for newly arrived ELLs?</p>	<p>Common data-sharing protocol used during team meetings, check-in charts, etc.</p> <p>See Part 6: TEAM-BASED APPROACHES TO PROGRESS MONITORING FOR NEWLY ARRIVED ELLs.</p>	
<p>What systems for feedback do we have in place to evaluate our intake team's decisions?</p>	<p>Teacher, student and family feedback cycles, surveys, etc.</p>	

10. RECOMMENDED TEXTS FOR INTAKE TEAMS

Auslander, L., & Yip, J. (2022). *School-wide systems for multilingual learner success: a roadmap for leaders*. Routledge.

Bajaj, M., Walsh, D., Bartlett, L., & Martínez, G. (2023). *Humanizing education for immigrant and refugee youth: 20 strategies for the classroom and beyond*. Teachers College Press.

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