



**GREGORIO LUPERON HIGH SCHOOL FOR SCIENCE AND
MATHEMATICS**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: GREGORIO LUPERON HIGH SCHOOL FOR SCIENCE AND
MATHEMATICS**

ADDRESS: 501 WEST 165TH

TELEPHONE: 212-928-1202

FAX: 212-928-1309

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310600011552 **SCHOOL NAME:** Gregorio Luperon High School for Science and Mathematics

SCHOOL ADDRESS: 501 WEST 165TH, MANHATTAN, NY, 10032

SCHOOL TELEPHONE: 212-928-1202 **FAX:** 212-928-1309

SCHOOL CONTACT PERSON: JUAN VILLAR **EMAIL ADDRESS:** jvillar@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Francisco Torres

PRINCIPAL: JUAN VILLAR

UFT CHAPTER LEADER: Ruth Fried

PARENTS' ASSOCIATION PRESIDENT: Rosa Baez

STUDENT REPRESENTATIVE:
(Required for high schools) Naomy Taveras

DISTRICT AND NETWORK INFORMATION

DISTRICT: 6 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: Nancy Scala/Maria Broughton

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Juan Villar | *Principal | |
| Michael Hoffman | *UFT Representative | |
| Rosa Baez | *PA President | |
| Jennifer Diaz | Parent | |
| Francisco Torres | Title 1 Parent Representative | |
| Silvia de la Rosa | Parent | |
| Luz Tejada | Parent | |
| Maribel Fernandez | Parent | |
| Jessica Rios-Jones | District 37 Representative | |
| Argely Ortega | Student | |
| Larry Ramos | Student | |
| Naomy Taveras | Student | |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Gregorio Luperón High School aims to nurture and challenge students to high standards of scholarship and to leadership in society in both Spanish and English. We strive to foster an environment of academic excellence aiming at contributing to our society by producing and promoting highly competitive students with the abilities and skills to succeed in college and society.

At a moment when public education is undergoing through a process of profound changes, we at Luperón see our role as becoming a well-established and widely recognized Bilingual Academy with an enrollment of 500 students. Gregorio Luperón is a high school located in the heart of Washington Heights. Since September 2008 it occupies a state-of-the art new building. It serves newly-arrived youngsters, ages 14-18, who have completed 8 years of formal education in their native countries. As a high school for new immigrants, we take students from Junior High and Intermediate schools that have been in the country for less than two years.

The school offers a strong curriculum in science and mathematics. The average daily attendance is above 90%. Our day consists of nine forty-seven minute periods. The students receive a program that increasingly moves them from bilingual classes to a more English-dominant environment. They also receive a period of Native Language Arts in Spanish.

Gregorio Luperón's faculty is composed of 27 teachers, fully certified in their subject area. We have four full time administrators, two bilingual guidance counselors and a social worker.

We are an Empowerment School with the liberty and flexibility to tailor our own educational agenda. We promote the Children First initiative by adopting a daily model that instills academic rigor, high accountability and continued student performance.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | | |
|---|--|--|---------------------------------------|--|--|--|-----------------------------------|----------------------------|----------------------------|----------------------------|
| School Name: | | Gregorio Luperon High School for Science and Mathematics | | | | | | | | |
| District: | | 6 | DBN #: | | 06M552 | School BEDS Code: | | | | |
| DEMOGRAPHICS | | | | | | | | | | |
| Grades Served: | | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | | <input type="checkbox"/> 8 | <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 | <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Pre-K | | 0 | 0 | 0 | | | 89.6 | 91.2 | TBD | |
| Kindergarten | | 0 | 0 | 0 | | | | | | |
| Grade 1 | | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | | 0 | 0 | 0 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 3 | | 0 | 0 | 0 | | | 96.4 | 91.96 | TBD | |
| Grade 4 | | 0 | 0 | 0 | | | | | | |
| Grade 5 | | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | | 0 | 0 | 0 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 7 | | 0 | 0 | 0 | | | 86.2 | 88 | 97.5 | |
| Grade 8 | | 0 | 0 | 0 | | | | | | |
| Grade 9 | | 119 | 106 | 253 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | | 131 | 103 | 79 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 11 | | 78 | 100 | 77 | | | 14 | 24 | TBD | |
| Grade 12 | | 91 | 99 | 77 | | | | | | |
| Ungraded | | 0 | 1 | 0 | Recent Immigrants - Total Number: | | | | | |
| Total | | 419 | 409 | 486 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| | | | | | | | 71 | 100 | 77 | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | | |
| <i>(As October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| # in Self-Contained Classes | | 0 | 0 | 0 | Principal Suspensions | | 0 | 0 | TBD | |
| # in Collaborative Team Teaching (CTT) Classes | | 0 | 0 | 0 | Superintendent Suspensions | | 0 | 0 | TBD | |
| Number all others | | 0 | 0 | 0 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | | CTE Program Participants | | N/A | 0 | 0 | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | | 0 | 0 | 0 | |
| # in Transitional Bilingual Classes | | 399 | 351 | 456 | | | | | | |

| | | | | | | | |
|---|---|--|---------|--|---|---------|---------|
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff: | | | |
| # receiving ESL services only | 0 | 0 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 0 | 0 | 0 | Number of Teachers | 27 | 27 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 8 | 8 | TBD |
| | | | | Number of Educational Paraprofessionals | 0 | 0 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 26 | 15 | TBD | % fully licensed & permanently assigned to this school | 96.6 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 69 | 71.4 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 69 | 71.4 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 83 | 86 | TBD |
| American Indian or Alaska Native | 0 | 0 | 0 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 86.4 | 93.9 | TBD |
| Black or African American | 0 | 0 | 0 | | | | |
| Hispanic or Latino | 100 | 100 | 100 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0 | 0 | 0 | | | | |
| White | 0 | 0 | 0 | | | | |
| Multi-racial | | | | | | | |
| Male | 46.5 | 44.3 | 48.4 | | | | |
| Female | 53.5 | 55.7 | 51.6 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | | <input type="checkbox"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input checked="" type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | | | | ELA: | | X | |
| Math: | | | | Math: | | Y | |
| Science: | | | | Graduation Rate: | | Y | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|-------------------------|------|---------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | |
| All Students | | | | X | √ | √ | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | | | |
| Hispanic or Latino | | | | X | √ | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | X | √ | | |
| Economically Disadvantaged | | | | √ | √ | | |
| Student groups making AYP in each subject | | | | 1 | 4 | 1 | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|--|
| Overall Letter Grade | A | Overall Evaluation: | |
| Overall Score | 88.5 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 14.4 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 21.8 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 50.3 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 2 | Quality Statement 5: Monitor and Revise | |

| Key: AYP Status | Key: Quality Review Score |
|---|---|
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| X* = Did Not Make AYP Due to Participation Rate Only | ◇ = Outstanding |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

What student performance trends can you identify?

- An increase in percentage of students earning 10+ credits from last year to this year in comparison to our peer schools, but an area in need of improvement when compared to the city.
- A decline of students passing the ELA Regents
- In Math, Science and ELA we have growing amount of students scoring level 3 but we have yet to increase the number of students scoring level 4.
- An increase in the number of students getting accepted at public and private colleges such as Hunter, Baruch, Bard and Cooper Union.

- Surpassing State AMO for all subcategories for math for the past 3 years.
- Surpassing EAMO/ Safe Harbor for all subcategories for ELA for the past 2 years despite having a cohort population made up entirely of ELL students and, with almost 40% identified as SIFE.
- Through proactive scheduling during the 2006-2007 and 2007-2008 school year, during 2008-2009 and 2009 - 2010 we have doubled our AP offerings to now include AP Calculus, AP US Participation in Government and AP Physics.

What are the most significant aids or barriers to the school's continuous improvement?

- Mastering the new instructional strategies and technology is the ultimate goal of every school; however, to obtain it we need the financial support to develop, sustain and promote best practices.
- Since we educate an entire ELL population, we continually struggle with producing students literacy abilities will enable them to succeed in college.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

| Annual Goal | Short Description |
|---|--|
| <input type="checkbox"/> The ELA performance will increase 2% above the 57% obtained this year. | <input type="checkbox"/> An increment of 2% will be registered for all students taking the ELA Regents. |
| <input type="checkbox"/> The number of students graduating with a Regents Diploma with Honor will increase by 3% from the 16% obtained this year. | <input type="checkbox"/> The Regents Diploma with Honor is the vehicle for opening new academic horizons for our students in the most competitive colleges and universities. |
| <input type="checkbox"/> To increase the percentage of students scoring level 4 on the Algebra Regents from the 2010 Cohort by 60% in comparison with the 2009 Cohort. | <input type="checkbox"/> To improve grade distributions in mathematics is equivalent to push for a bigger number of students to use their intellectual skills to the highest level of performance. |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area
(where relevant) :**

ELA

| | |
|--|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/></p> <p>The ELA performance will increase 2% above the 57% obtained this year.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <p>This year’s plan calls for strengthening those practices that proved to be effective such as early matching of students with internal and external mentors. Teachers will continue to be responsible for at least five students within the cohort for the entire year. They will be responsible for tracking their progress as well as making recommendations about how to better serve the need of our students.</p> <p>We will continue to use the periodic assessment (ELA DY0) to increase the amount of formative, longitudinal and predictive data assessments to help teachers differentiate instruction.</p> <p>There will be a session created for those ESL students who do not perform above 65 on the ELA Regents exam after taking it for the first time. This class is tailored to address specific areas identified by the teachers after a careful item analysis has been performed.</p> <p>PM and Saturday school will be added elements to support student progress. All pre-Regents ELL students will be programmed in a Writing class to increase their writing skills.</p> <p>QTEL and Curriculum Mapping trainings will take place for the teachers during this summer and thereafter.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p> | <p>The school will retain its eight (8) ESL teachers plus we will hire and additional one. They will be supported as follow:</p> <ul style="list-style-type: none"> • DYO Team will be supported with per session for data analysis • Per session will be available for the after school and Saturday programs • Professional Development money will be allocated to pay for the Curriculum Mapping and QTEL |

| | |
|---|--|
| | trainings. |
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | <p>The team of teachers in charge of this cohort will meet six (6) times during the school year with the students. The presence of the students' parents is mandated in two of these meetings. The meetings will occur not later than five (business days) after each marking period.</p> <p>Mock Regents will be given twice a year. The results of the Regents in January will be used to make adjustments as needed and to differentiate instruction.</p> |

Subject Area (where relevant) :

GRADUATION

| | |
|---|--|
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <input type="checkbox"/> <p>The number of students graduating with a Regents Diploma with Honors will increase by 3% from the 16% obtained this year.</p> |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <input type="checkbox"/> <p>The College Advisor will work in collaboration with the College Summit Coordinator to track the students' progress in alignment with their college application.</p> |
| Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i> | <ul style="list-style-type: none"> • Per session for the guidance counselors will be available. • Per session for the College Summit Coordinator will be available. <p>An OTPS line will be created to support as many college trips/events as possible.</p> |
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | <p>We will monitor the number of students registered for Advanced Placement courses; the number of students who have completed all requirements by January 2011; and, the number of them applying to senior public/private colleges.</p> |

**Subject Area
(where relevant) :**

ALGEBRA REGENTS

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <p>To increase the percentage of students scoring level 4 on the Algebra Regents from the 2010 Cohort by 60% in comparison with the 2009 Cohort.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>The Assistant Principal and the teachers will identify level 2 and level 3 students during the year and place them in a special program during the morning/after school or Saturday. They will be exposed to on-line resources and guided to take a minimum of five mock Regents. Acuity data and periodic mock regents” exams will be used to provide differentiated instruction.</p> <p>The students will be recruited as peer trainers to further strengthen their skills, and a stipend will be provided for their services.</p> <p>This program will be implemented during the fall semester.</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p>The school will retain the team of existing math teachers.</p> <p>Title III funds (when allocated) will be designated –in part- to cover for the per session hours embedded in this plan.</p> <p>A budget line will be created to support the peer mentors.</p> <p>An OTPS line will be created to support buying or using any additional resources.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>In February 2011 we will evaluate our goal. Based an Acuity data we will adjust groups as needed.</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

Appendix 1: Academic Intervention Services (AIS) Summary Form
New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Soci |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|-----------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Rece |
| K | | | N/A | N/A | | | |
| 1 | | | N/A | N/A | | | |
| 2 | | | N/A | N/A | | | |
| 3 | | | N/A | N/A | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | 25 | 20 | 60 | 40 | 20 | | |
| 10 | 40 | 20 | 40 | 40 | 20 | | |
| 11 | 25 | 5 | 10 | 25 | 25 | | |
| 12 | 15 | | 10 | 15 | 12 | | |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

| | |
|---|---|
| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p><input type="checkbox"/> An extended day will be provided to all level 1 and 2 students. Also, an intensive Saturday Academy will run from 9:00 am until 1:00 pm for Regents Prep classes. Teachers are trained in QTEL and, will be using Read 180 methodology to increase students' reading and writing skills.</p> |
| <p>Mathematics:</p> | <p><input type="checkbox"/> ALL 9th graders will be programmed for a double period of math during the day. During the double period AIS will be delivered in a number of ways including one-to-one tutoring and whole instruction. Additional services will be provided to all math classes after school and on Saturdays. The following interventions model will be implemented: one-on-one tutoring, small group instruction and peer tutoring.</p> |
| <p>Science:</p> | <p><input type="checkbox"/> AIS services will be provided after school and during Saturdays. This intervention will take many forms including one-on-one tutoring, small group instruction and peer tutoring.</p> |
| <p>Social Studies:</p> | <p><input type="checkbox"/> Extended day small group tutoring and Saturday academy will be in place to continue supporting and enhancing students' knowledge and understanding of Social Studies.</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p><input type="checkbox"/> Individual and group counseling will be provided every other week. In addition, a counseling period has been scheduled for every at risk student to meet with the guidance counselor weekly. Referral to outside agencies will be done as needed. The school has established an agreement with Children Aids Society to provide mental health to all students and family members in need.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p><input type="checkbox"/> Students will be referred to Children Aids Society as needed.</p> |
| <p>At-risk Services Provided by the Social Worker:</p> | <p><input type="checkbox"/> Weekly meetings will be held with selected group or individual students. An articulation with outsides agency will be done. The school will collaborate with Alianza Dominicana, Children Aids Society, Washington Heights-Inwood Coalition, Dominican Women Development Center, among others to address the need of our students.</p> |
| <p>At-risk Health-related Services:</p> | <p><input type="checkbox"/> We will continue to use the Young Clinic of Children Aids Society at the Mirabal Center. Also, CAS will continue to provide information and when needed the medical coverage for all our students to have access to medical attentions.</p> |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding). We have made minor revisions to our school's approved 2009-10 Title III program narrative for
- 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11
- (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11
- (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

06M552 Title III 2010-2011

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s): 9-12 **Number of Students to be served:** 350 LEP _____ Non-LEP

Number of Teachers: 18 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Gregorio Luperón is a high school located in the heart of Washington Heights with a 100% ELLs population. Since September 2008 it occupies a state-of-the art new building. It serves newly-arrived Spanish-speaking youngsters, ages 14-18, who have completed 8 years of education in their native countries. As a high school for new immigrants, we take students from Junior High and Intermediate schools that have been in the country for less than two years. This coming school year we will begin a specialized program for 90 in-coming 9th graders whom would like to pursue a career in engineering, computer sciences and/or medicine. Our total school population is 402 students. Our school demographic is as follows: Mexico = 2%; Venezuela, Columbia and Honduras = 0.25%; Ecuador = 1%; Cuba = 0.5%; El Salvador and Puerto Rico = 0.75; Dominican Republic = 94%.

- ✓ **The school's language instructional program for limited English proficient (LEP) students is English & Spanish.**
- ✓ **The type of program/activities to improve mathematics, native and/or English language learning: Saturday Academy & After School Program**
- ✓ **number of students to be served: 402**
- ✓ **grade level(s): 9 - 12**
- ✓ **language(s) of instruction: Spanish and English**
- ✓ **rationale for the selection of program/activities: Level 1 & 2 students**
- ✓ **times per day/week: 3:40pm – 5:40pm Monday – Friday Saturday 9:00am – 1:00pm**
- ✓ **program duration: February 24 – June 13, 2009**
- ✓ **Service provider and qualifications: Level 1 & 2 students; credit accumulation.**

M552 Services 402 LEP students. These students are target in the ESL and Transitional Bilingual classes. In addition, the following are some of the extracurricular activities that are offered to this population:

Lead: Students who meet once a week to discuss issues that are community related and how to get positively involved in them. A teacher facilitates these meetings.

Peer Tutoring: Students who have shown excellence in some particular academic areas tutor others students who need homework and academic assistance. Two teachers supervise this activity.

Student government: Open to all students as non voter participants, but with a selected group that has been elected by their peers and are the voices of their classmates.

SIFE Grant: Received by the school to serve the SIFE incoming 9th graders in Math, English and Spanish literacy.

Clubs: There is a reading group that works with a NLA/Spanish Teacher in conjunction with an ESL teacher. There is also chez club.

Dance and Theater Classes: Students receive these two classes in English and continually perform short self written pieces of poetry in English and Spanish as well as performing dance routines.

Sports: Students can participate in several clubs such as volleyball, basketball and baseball.

M552 will use the Title 3 grant to support the ELLs in the after school and Saturdays programs.

Language Instruction Program

Activity: After School Programs

- **Number of Students:** 200
- **Languages of instruction:** English and Spanish as per the Bilingual and ESL Transitional models.
- **English language proficiency levels of students:**
Beginners, Intermediates, and Advanced
- **Frequency and duration:**
February – June 2010, after school 3:40 – 5:40 PM, Tuesdays through Thursdays
- **Number of teachers participating:** 8 Certified Teachers (2 ESL, 2 Bilingual Math, 1 Bilingual Social Science & 1 NLA) Classroom Ratio: Between 15 – 20 students per group
- **Measurement/assessment indicators used to monitor student gains:**
 1. by the number of students passing the Regents Examinations with a grade higher than 65.
 2. by the attendance of the students participating in this program.
- **Rationale used to choose the activity:**
To increase the level of proficiency of ELL students' in reading, writing and mathematics.
To accelerate the preparation for the ELLs to meet all NYS requirements for graduation on time.
- **How these activities meet the individual needs of ELL students:**
It will satisfy the needs of the ELL students as will be demonstrated by a consistent improvement in the reading and speaking components of the NYSESLAT and the number of students meeting graduation requirements on

Activity: Saturday Academy

- **Number of Students:** 150
- **English language proficiency levels of students:**
Beginners, Intermediates, and Advanced
- **Frequency and duration:**
Saturdays, starting on February 2010 and ending the second Saturday of June 2010. Classes will meet from 9:
- **Number of teachers participating:** 10 Certified Teachers (3 ESL, 2 Bilingual Math, 2 Bilingual Social Science & 1 NLA) Classroom Ratio: Between 15 – 20 students per group
- **Measurement/assessment indicators used to monitor student gains:**
The number of students passing the Regents Examinations with a grade higher than 65.
And, by the attendance of the students to this program.
- **Rationale used to choose the activity:**
To increase the level of ELL students' reading and writing skills across the content areas.
To accelerate the preparation for the ELLs to meet all NYS requirements for graduation on time.
- **How these activities meet the individual needs of ELL students:**
It will satisfy the needs of the ELL students as will be demonstrated by a consistent improvement in the reading, listening, writing and speaking components of the NYSESLAT.

Professional Development Program (At no Cost for Title III)

- A. **Curriculum Mapping:** Provide three sessions to the entire Title III staff on December 7, 2009, February 1, 2010, and

2010. This professional development will prepare our teacher to work with an ELLs curriculum that avoids rote the standards with the students' task, and allows for more common assessments. It will be a student centered approach to prepare our student for college. Curriculum Designers, Inc. leaders will provide professional development and create curriculum mapping.

- B. **QTEL (Quality Teaching for Secondary English Learners):** As of February of 2010, a select group of teachers and ELLs, will be receiving the "Building the Base" 5 –day series workshops to 4 teachers (an ESL, Bilingual Math, Science & Bilingual Social Studies). Teachers will be trained to work together to scaffold in Title III Programs.

ADDENDUM 2010-2011

Parent and Community Participation Activities

A bilingual guidance counselor in collaboration with the Parent Coordinator will provide a series of three workshops for 20- 40 parents of ELLs on the second Saturday of November, February and April from 10:00 AM to 12:00 noon. The following topics will be addressed: *College Preparation and Financial Aid Awareness, how to understand the language of transcripts, report cards and programs and Addressing the academic needs of at risk ELLs.* Refreshments will be served and metro cards will be provided. Each parent will receive an informational package and resources in the workshop. In addition, our school and the Parents Association in collaboration with the CBOs City College and North Manhattan Coalition provide parents and families of ELLs evening classes on ESL, citizenship, and GED Monday thru Thursday from 6:00PM – 9:00PM.

Minor change: The new register for Title III is 437 instead of 350.

Form TIII – A (1)(b)

Title III LEP Program School Building Budget Summary

| Allocation: \$55,600.00 (estimated based on last year) | | |
|--|------------------------|---|
| Budget Category | Budgeted Amount | Explanation of Proposed Expenditure |
| Professional staff, per session, per diem (Note: schools must account for fringe benefits) | \$54,679.44 | Teachers Per Session for after school and Saturday Academy. <u>After School Program</u> 14 sessions X 10 teachers X 6 hours X \$49.89 = \$41,907.60 <u>Saturday Academy</u> 8 sessions X 8 teachers X 4 hours X \$49.89 = \$12,771.84 |
| Purchased services such as curriculum and staff development contracts | \$0 | N/A |
| Supplies and materials | \$920.56 | Pencils, pads, markers, etc. |
| Other (Instructional Materials) | 0 | |
| TOTAL | \$55,600.00 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The Latino families we serve are newly-arrived to this country and to NYC educational system. Spanish is their native language. In order for us to make Luperon a place where they can feel welcomed, we have fostered an environment of mutual respect and understanding that begins by recognizing the importance of communicating with them in their native language. Therefore, our meetings are conducted in Spanish; furthermore, all written materials are made available in both English and Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

100% of the parents speak Spanish. They do not need to be provided with written translation and/or oral interpretations due to the fact that all business are conducted in English and Spanish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Because of the nature of school we have, 100% of the parents are Latinos and Latinas newly-arrived to New York City educational system. Their home language is Spanish and the school personnel is fully bilingual. This reality facilitates to avoid contracting outside vendors for written and oral translations. Therefore, translation are handled in-house.

When guess speakers are invited and their language of communication is English, we put together a team to translate for the parents. The Parent Coordinator does most of the translation; however, the Assistant Principal for the Humanities and the Assistant Principal Organization as well as the Principal are available to take turn translating.

The Parents Bill of Rights, the SLT guidelines, the PA Bylaws, etc. are translated into Spanish. We have not attempt to translate the CEP neither the Safety Plan; however, an abbreviated copy has always been made available to them.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Same as in item #1

3. Describe how the school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Same as in item #1

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|---|--------------|-----------------|---------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | \$531,616.00 | \$37,685 | 569,301 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$5,316.00 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$26,580.00 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$10,000.00 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 n/a

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental

involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

The Gregorio Luperón High School will:

- Provide a rigorous, well-rounded academic, theme-based curriculum in every subject area,
- Offer a supportive, effective instructional program that enables students to think critically, to communicate clearly, and to meet or exceed New York State standards.
- Develop a community of life-long learners through the guidance of administrators, teachers, parents, and guardians that incorporate integrity, responsibility, honesty, loyalty and diligence to their personal and professional lives.
- At PA meetings Scholarship Data, Attendance, and Regents results will be shared. During Case Conferences parents will receive personalized information.
- Translation is provided when needed.
- The Parents agree to support the education of their children by:
 - Making education a priority
 - Ensuring that students arrive to school on time and prepare.
 - Monitoring the students' attendance (school and after school tutoring).
 - Reviewing class notes and homework assignments.
 - Encouraging students to excel.
 - Providing a positive learning environment at home.
 - Monitoring their child home activities, i.e. television viewing, internet use, video games and music.
 - Chaperoning at school activities and trips.
 - Volunteering to participate in various committees and programs.
 - Staying informed about my child's education and sharing with the school community information that will help students meet or exceed the New York State Standards and The Common Core States Standards
- Respecting everyone regardless of their race, ethnicity, religious beliefs, etc.
- Being aware of NYC Discipline Code and teaching my child to accept consequences for negative behavior.
- Express high expectations and offer praise and encouragement for achievement.

I. General Expectations:

The Gregorio Luperón High School agrees to implement the following statutory requirements:

- The school will ensure that the required school-level Parental Involvement Policy into its school improvement plan.
- In carrying out the Title I, Part A Parental Involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with English Language Learners, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESA in an understandable and uniform format, and including alternatives formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

II. Description of How School Will Implement Required Parental Involvement Policy Components:

1. The Gregorio Luperón High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. The Gregorio Luperón High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA
3. The Gregorio Luperón High School will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve students academic achievement and school performance
4. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.
5. The Gregorio Luperón High School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school in understanding topics such as parenting, conflict resolution, college awareness, etc.
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology as appropriate to foster parental involvement.
 - The school will, with the assistance of its parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - The school will, to the extent feasibly and appropriate, coordinate and integrate parental involvement programs and activities with as many initiatives as we may deem appropriate.
 - The school will take the following actions to ensure that information relate to the school and parents-programs, meetings, and other request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components:

The School Parental Involvement Policy set forth by this agreement also seeks to implement other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following activities listed under section 1118(e) of the ESEA:

- Adopting and implementing model approaches to improving parental involvement.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoptions:

The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Gregorio Luperón High School will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 1. *Provide students with curriculum and instruction that are clearly organized around major concepts specified in the state standards.*
 2. *Provide instruction and assessment focused on student mastery of the core concepts.*
 3. *Provide a safe and clean learning environment that is supported by grade advisors, guidance counselors, aides and administrators.*
 4. *Provide supplemental classes that address the needs of the students to help them reach the standards.*
 5. *Provide research- based supplemental materials that will focus on the students identified areas of need to help them become proficient in those specific areas.*
- **Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent/Teacher conferences will be held twice a year during the months of October and April.
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Report cards will be distributed at parent teacher conferences and mailed 4 times per school year. The first report card of every semester will be delivered to the parent in person at the parent teacher conferences or at individual meetings with the guidance counselors and teachers.
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Guidance counselors, grade advisors, assistant principals and the principal are available to parents during school hours. Parents do not have to set up appointments

with the respective staff members. Parents can also visit teachers during their professional activity time.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The Parent Coordinator will work with parents to get them to volunteer in their children's classrooms and in other areas of the building as well.

- **Offer on-going Achievement Reporting and Innovation System (ARIS) training to parents.**
The Parent Coordinator will schedule monthly ARIS training to assist parents understand and navigate through their child data at ease.
- **Facilitate an evening program for parents to enrich their educational knowledge and encourage active participation on their child academics.**
The evening Parents Program will offer the following courses: English as a Second Language (ESL), citizenship, computer, and GED.
- **Provide workshops to parents in the areas of Self-Esteem, Anger/Stress Management, Immigration, Domestic Violence, etc.**
The Parent Coordinator, together with the Parents Association, will plan and organize a monthly workshop.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school*
 - *monitoring attendance*
 - *talking to my child about his/her daily school activities*
 - *scheduling daily homework time*
 - *providing an environment conducive for study*
 - *making sure that homework is completed*
 - *monitoring the amount of television my children watch*
- *volunteering in my child's classroom*
- *participating, as appropriate, in decisions relating to my children's education*
- *promoting positive use of my child's extracurricular time*
- *participating in school activities on a regular basis*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school and/ or the school district either received by my child or by mail and responding, accordingly*
- *reading together with my child every day*
- *providing my child with a library card*
- *communicating positive values and character traits, such as respect, hard work and responsibility*
- *respecting the cultural differences of others*
- *helping my child accept consequences for negative behavior*
- *being aware of and following the rules and regulations of the school and district*
- *supporting the school's discipline policy*
- *express high expectations and offer praise and encouragement for achievement*

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *arrive to school on time and ready to do our best and be the best*
- *bring all the necessary tools of learning- pens, pencils, books, notebooks, etc.*
- *listen and follow directions*
- *participate in class discussions and activities*
- *be honest and respect the rights of others*
- *follow the school's/class' rules of conduct*
- *follow the school's dress code*
- *ask for help when we don't understand*
- *do our homework every day and ask for help when we need to*
- *study for tests and assignments*
- *respect school and others property*
- *develop the habit to read at least 30 minutes every day out of school time*
- *read at home with our parents*
- *get adequate rest every night*
- *use the library to get information and to find books that we enjoy reading*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

The Gregorio Luperón High School will:

- *involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;*
- *involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;*
- *ensure that parents understand how to read their child's data using ARIS and its importance;*
- *hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The Parents Association will hold an election to select the Title I, Part A representatives to inform parents in a monthly basis the Title I updates. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;*
- *provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;*
- *provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;*

- *at the parents request, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in the decision making process of their children education. The school will respond to any such suggestions as soon as practicably possible;*
- *provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and*
- *provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The school will engage in a rigorous process of analyzing students' performance. A variety of tools will be used to comply with this goal. ARIS, HSST, NYstart, the periodic assessments, the DY0 for ELA, the ITT meetings as well as in-house assessments will be used to evaluate to what extent the school is meeting its goals.

2. School wide reform strategies that :

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement .
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The school has adopted a structure that allows tracking students' progress easier. Four teams of teachers lead by an Administrator take responsibility of a cohort. The team analyzes, make projections and take a final decision on what is best for every student.

B The After School Program continues to be a venue for differentiation of instruction allowing the students to explore other ways of learning and accomplishing their tasks.

3. Instruction by highly qualified staff.

100% of the faculty is fully certified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The teachers are grouped by subject area, years of experience and, by students' grade level. There are a growing number of providers supporting the Professional Development component.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The number of highly-qualified professionals seeking to work with us surpasses our capacity.

6. Strategies to increase parental involvement through means such as family literacy services.

We will continue to meet with the parents following the cohort groups. Also, we will strive to keep alive the evening classes that we are offering in conjunction with a CBO. The parents will continue to engage in meaningful monthly meetings; where guest speakers, artists, motivational speakers, etc. come to share their experiences and information.

7. Plans for assisting preschool children in the transition from early childhood programs , such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The faculty has been trained to use School Island, the ITT and ARIS to track their students' progress. In addition, there is an on-going conversation that has to do with our grading system and how it needs to be aligned with the new technology based programs so that both teachers and students can easily review the data. At this stage we are testing several models that would soon allow our students to view their grade on-line, make recommendations, submit their homework, etc.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards **The students that we have identified in need of additional help have been helped in the different programs we have established for this purpose. There is one teacher doing the pull-out program for ELA; and, we have double the time for our students in math. There are a number of students doing independent studies in health and economics. In addition the PM and the Saturday programs have offered ample room for the students to choose the most appropriate and convenient one for them.**

10. Coordination and integration of Federal, State, and local services and programs , including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Through the Washington Heights-inwood Coalition we are offering a conflict resolution seminar to almost 200 students. This effort will ad to what was done last year in term of the number of students trained to serve as Peer Mediators.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e., Federal, State, or Local) | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | | | Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts) | Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. |
|------------------------------|--|--|----|-----|---|---|
| | | Yes | No | N/A | | |
| Title I ARRA SWP | Federal | Yes | | | \$37,685 | X 34 |
| Title I SWP | Federal | Yes | | | \$531,616 | X 34 |
| Title I Translation Services | Federal | Yes | | | \$1,111 | X 34 |
| Title III LEP | Federal | Yes | | | \$65,540 | X 34 & 24 |

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English

proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 N/A
 - c. Minimize removing children from the regular classroom during regular school hours;
 N/A
4. Coordinate with and support the regular educational program;
 N/A
5. Provide instruction by highly qualified teachers;
N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 N/A
7. Provide strategies to increase parental involvement; and
 N/A
8. Coordinate and integrate Federal, State and local services and programs.
 N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have 4 students living in TH.

2. Please describe the services you are planning to provide to the STH population. The guidance counselor and the social worker work with them in an one-to-one approach. We offer them all the in-house assistance they might need to come to school every day including some financial support.

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

- There are two students in temporary housing

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

-Their schedule have been changed to allow them enough traveling time; the guidance counselor and the school social worker meet with them once per week. There is a group session that involves their parents as well.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENT

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_06M552_112910-113236.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I. School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--|--------------------------|-------------------------------------|
| Network Cluster CFN-107 | District 06 | School Number 552 | School Name Gregorio Luperon |
| Principal Juan Villar | Assistant Principal Mireya de la Rosa | | |
| Coach | Coach | | |
| Teacher/Subject Area Yvette Tardy/NLA SPANISH | Guidance Counselor Ruth Fried | | |
| Teacher/Subject Area Soranlly Jimenez/ESL | Parent Rosa Baez | | |
| Teacher/Subject Area Lissette Thompson/Bil.Science | Parent Coordinator Kenyi Ogando | | |
| Related Service Provider Michael Hoffman/MSW | Other type here | | |
| Network Leader Nancy Scala | Other type here | | |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|-----------|--|-----------|--|----------|
| Number of Certified ESL Teachers | 9 | Number of Certified Bilingual Teachers | 27 | Number of Certified NLA/Foreign Language Teachers | 4 |
| Number of Content Area Teachers with Bilingual Extensions | 15 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | 473 | Total Number of ELLs | 442 | ELLs as Share of Total Student Population (%) | 93.45% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II. ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Gregorio Luperón is a high school for newcomers from Latin America, whose language is Spanish. The registration process for the newcomers is as follows: administering the Home Language Questionnaire is the first step; followed by an informal interview conducted by a guidance counselor (Ms. Ruth Fried and/or Mr. Ricaulte Pena). This interview begins in English and proceeds in the student native language. In our case, 100% of our students are native Spanish speakers. The second part of the process is covered by administering the Language Assessment Battery-Revised (LAB-R) conducted, within the first 10 days of their arrival at Luperon, by Ms. Soranly Jimenez (ESL teacher) and Ms. Yvette Tardy (NLA Spanish teacher), followed by in-house placement exams given by the ESL and Spanish Departments to measure their level of performance in Spanish and English languages. This process is conducted and evaluated by fully bilingual (English/Spanish) and licensed pedagogues.

Within the first 10 days of school, while the identification process is taking place, parents are shown the NYC Department of Education video, which explains all three language programs. Once parents watch the video, they proceed to complete the Parent Survey and Program selection form. The school makes concerted efforts to collect the forms of those present as well as from the ones who were absent during these presentations. A pedagogue serves as presenter and is available to answer questions. Parents who do not return the forms are contacted and advised about the three modalities that exist and, also of our decision to place their son/daughter in our TBE program until they come to the school and after watching the video choose otherwise.

Annually, the school administers the New York State English as a Second language Achievement Test (NYSESLAT) to those students who did not score proficient the year before. The Assistant Principal for the Humanities prepares a plan in conjunction with the ESL/English Department to address the need of those students failing to make an appropriate progress. Furthermore, the Accreditation Committee will produce a list of students who are falling behind. This list will be accompanied by a set of recommendations indicating what steps are important in safeguarding every child's academic progress.

On September of each year, the NYSESLAT Combined Modality Report (RNM) is distributed to all teachers and discuss during the first Faculty Conference. Teachers are encouraged to use the data from this report to plan their lessons and to differentiate their students learning. The results of this report are also used to plan and modify the ESL/ELA periodic assessment. At the end of every year, the cabinet as well as the ESL/English Department evaluate the progress made by our students in language acquisition.

Regardless of student level of English, all incoming 9th graders are required to participate in the school summer program. This program main components are Literacy and mathematics.

The trend that has been observed from looking at the Parent Survey and Program Selection forms is that all parents choose the TBE program. However, the guidance counselor and the parent coordinator will meet with small groups of parents to show them the three programs offered by the DOE. The video from the Office of ELLs is viewed and an open conversation begins. Ms. Ruth Fried and Mireya de la Rosa will be present at the meeting. Also, Principal Juan Villar and the Kenyi Ogando, Parent Coordinator will be available.

The entitlement letters are distributed to all by the guidance counselors. They are returned to Ms. Kenyi Ogando, Parent Coordinator who will place them in a binder and delivered to the Assistant Principal for the Humanities, Ms. Mireya de la Rosa. All materials regarding the ELLs (NYSESLAT, LAB-R, HLS, etc.) are available for anyone interested in reviewing them.

Part III. ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | 14 | 20 | 10 | 4 | 48 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Push-In | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 10 | 4 | 48 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|---|
| All ELLs | 442 | Newcomers (ELLs receiving service 0-3 years) | 398 | Special Education | 1 |
| SIFE | 217 | ELLs receiving service 4-6 years | 42 | Long-Term (completed 6 years) | 2 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

| | ELLs by Subgroups | | | | | | | | | Total |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 398 | 188 | | 42 | 29 | 1 | 2 | 0 | 0 | 442 |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | | | | | | | | 0 |
| Total | 398 | 188 | 0 | 42 | 29 | 1 | 2 | 0 | 0 | 442 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|------------|-----------|-----------|------------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | 88 | 190 | 72 | 92 | 442 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other Spanish | | | | | | | | | | 88 | 190 | 72 | 92 | 442 |
| TOTAL | 0 | 88 | 190 | 72 | 92 | 442 |

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Instruction at Luperon High School for Math and Science is departmentalized. The faculty has been grouped in the following departments: Math and Science and Humanities. NLA and ESL SIFE classes use the RIGOR approach and this year the NLA department is piloting a new NLA Curriculum. The ESL lower and Intermediate's instructional approaches are whole language approach with the understanding that students need to learn language that involves real communication and meaningful tasks that promote learning (Communicative language

teaching). In the higher intermediate and advance classes, emphasis on functional communication and literature is promoted and used in the classrooms. Students are immersed in heterogeneous groups to foster an environment of individual and collective growth. Advance Placement classes in Math, Science, Language and Government, are offered at these higher levels. The school offers other programs through College Now at The City College of CUNY

The school has forty seven TBE classes in the core subjects from 9-12 grades representing the beginner, intermediate and advance levels; and, twenty six proficient sessions.

The school follows a 48 minutes bell schedule. Students attend 144 minutes of ESL instruction daily. They also received 96 minutes of mathematics and 48 of NLA (Spanish) daily. Students at the proficient level will also received an additional period (48 minutes) of English. Part 154 is used to guide programming, but an added class in the advance levels supports the continued and needed development in writing and reading.

In the TBE program, the school follows the recommended percentage of NLA/ESL English Proficiency Level in the core subjects, where the students begin with 60/40, Intermediate with 50/50, advance 30/70 and proficient 0/100. The students are placed in ESL classes until proficiency is achieved; afterwards, students continue receiving language instruction support with a curriculum that emphasizes writing and reading.

In the ESL beginners' classes, the focus is on vocabulary, academic language to support across the area content, reading strategies and writing to reinforce comprehension. All newcomers entering the school, are required to be part of a bridge summer program. The focus in the intermediate levels is reading, writing and literary technique and elements and how they help the reader and the writer to convey an idea. In the advance ESL classes, students learn to use the proper academic language of literature. Language development and acquisition is embedded in all levels.

All ELLS are prepared for the ELA Regents in as early as in the low intermediate classes and the preparation continues in the pre-ELA Regents classes, where an added class focuses on English literature and literary elements is offered. Support is slowly emerging from the NLA department for both History and ELA. Extended day and Saturday classes are offered in order to expand the students' preparation for the Regents. Item analysis is done every year after the administration of the ELA and the History Regents exams in order to identify those skills where students need help with, but also to modify instruction, assessment and curriculum.

Students, who are seniors, whether they are ELLs, proficient ELLs or Long Term ELLs are scheduled in their last year in a college prep class. This curriculum is college oriented and prepare them for all aspect of the college application process. This includes the financial aid application, personal essay, college trips, leadership classes and forums and a four day visit to a college during the summer by a group of twelve students who become peer leaders and assist the teacher in the classroom.

In mathematics, students receive a double period of math in the 9th grade. Students are placed in an after school and Saturday Regents prep classes. These classes are scheduled and programmed based on students' level and taught by certified teaches.

SIFE students who are in the 9th grade are placed in a special program. This program has a Science, NLA and ESL component. These classes are extended to two hours of Spanish and two of Science on Saturday and twice after school during the week. The SIFE classes continue to the Spanish Level five and end with the Advance Placement Spanish Language examination. It is our desire and commitment to expose the SIFE students to a rigorous curricula that enables them to pursue their dream in NYC. Therefore, we place them in small classes, take them out to visit museums and places of interest regularly; meet with their parents frequently; and, write prepare an academic plan for them to graduate on time.

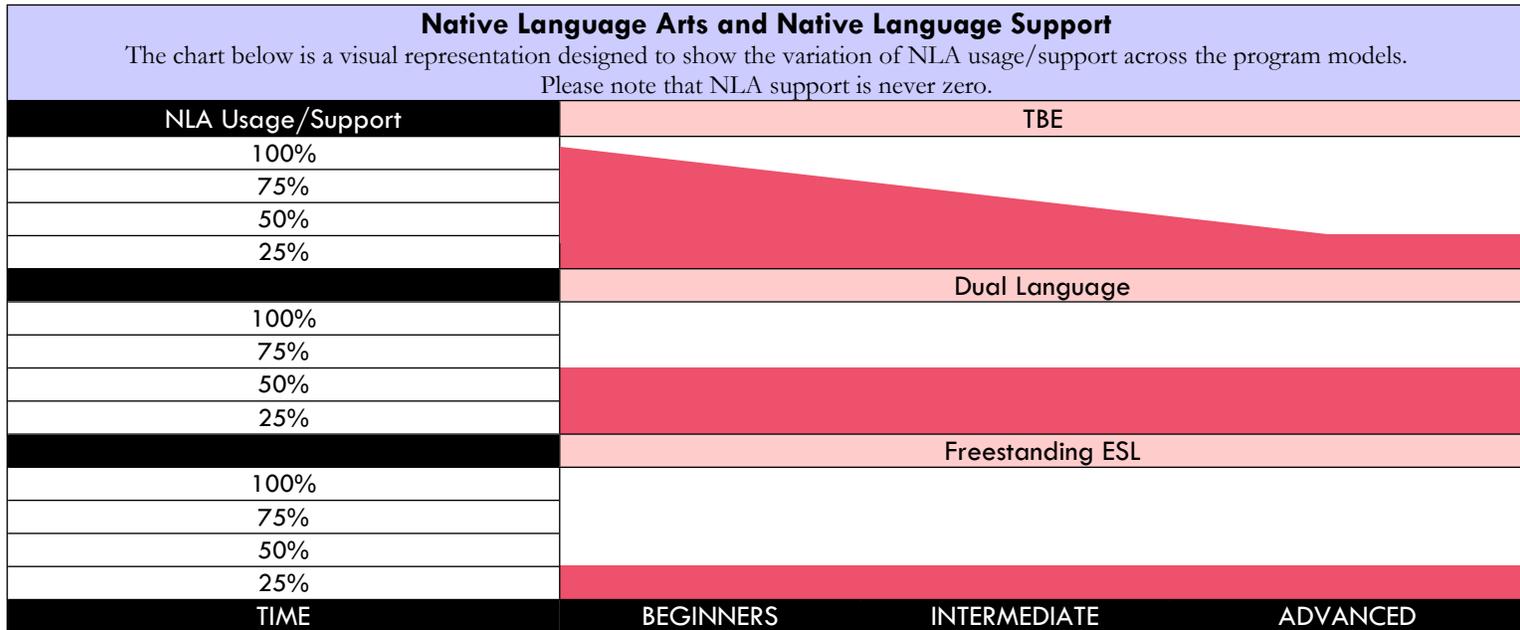
To meet the needs of the Long Term ELLs, the school has added additional ESL; Math and History classes after school and on Saturday to ensure proficiency in the language are met and in the state standardized assessments. The accreditation committee meets every two weeks and discusses each of the Long Term ELLs. Initially, at the beginning of the school year, these students are identified and a plan is laid out to support Long Term ELLs' language and academic growth and ensure that these students graduate.

Students with special needs are placed in regular classes. There is one student with an IEP at Luperon. His IEP is available to the teachers and in this way; the teacher can differentiate the instruction for the student. The Principal and the guidance counselor organized timely case conferencing with the student's mother and his teachers. The social worker works closely with the teacher. Depending on the support the student needs, case conferencing are scheduled by the guidance counselor along with the social worker and the teachers in order to address academic and behavioral issues and to promote the academic development of the student.



| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted).

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

This year the school has guaranteed coaching sessions for those teachers who teach and tutor ELLs for the ELA Regents. These sessions are provided by Kaplan and its goal is to help teachers prepare the ELLs for the new ELA Regents.

A team of teachers were identified last year to work on curriculum mapping. This year the complete staff is involved in the project. The purpose has remained to promote integration across subject areas, skills and standards alignment and to support language acquisition across subject. This year, teachers began alignment of the Common Core State Standards within the curriculum mapping and the periodic assessment.

Teachers working with the ELLs have received and will continue to receive professional developments in Differentiation of Instruction and Q-tel. This year professional development on Curriculum Mapping is the main initiative in order to continually train teachers to create a more transparent curriculum for the entire community and align it with language and content and continue improving in preparing our ELLs for college.

Last year a detailed item analysis was also done in Math.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents take advantage of the many workshops and seminar we offer for them. Parental involvement is always high and these workshops and meeting have had an average attendance of forty parents per meeting. During open school night and afternoon, over two hundred parents come to visit the teachers. Information relevant to the academic performance of their children is shared and discussed with them.

A very active parent association works with a community organization and offer evening classes to parents in English, citizenship and GED. Since its inception, Luperon high school, has established a strong relationship with the CBOs providing services for this community. Consequently, we have worked with the following organizations: Alianza Domicana, Children Aides Society, Washington Heights-Inwood Coalition, Northern Manhattan Development Corporation, Children Arts and Science Workshop, The People's Theater, The Leadership Program, Dominican Women Development Center, etc.

The SLT serves as the vehicle to properly evaluate the needs of the parents. We meet montly to evaluate how is the school going and, particularly to examine parents' recommendations and suggestions. This year, the parents asked for a serie of workshops on college and college application. The Hispanic Federation conducted the workshops with an attendance ranging from 40 - 130 parents. They concluded the workshops with a site visit to The City College of CUNY campus.

All the meetings are conducted in Spanish; therefore, translation is not needed.

ADDENDUM 2010-2011

Parent and Community Participation Activities

A bilingual guidance counselor in collaboration with the Parent Coordinator will provide a series of three workshops for 20- 40 parents of ELLs on the second Saturday of November, February and April from 10:00 AM to 12:00 noon. The following topics will be addressed: *College Preparation and Financial Aid Awareness, how to understand the language of transcripts, report cards and programs* and *Addressing the academic needs of at risk ELLs*. Refreshments will be served and metro cards will be provided. Each parent will receive an informational package and resources in the workshop. In addition, our school and the Parents Association in collaboration with the CBOs City College and North Manhattan Coalition provide parents and families of ELLs evening classes on

ESL, citizenship, and GED Monday thru Thursday from 6:00PM – 9:00PM.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|-----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | | | | 29 | 79 | 9 | 4 | 121 |
| Intermediate(I) | | | | | | | | | | 10 | 89 | 45 | 47 | 191 |
| Advanced (A) | | | | | | | | | | 3 | 15 | 16 | 30 | 64 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 183 | 70 | 81 | 376 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|----|-----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | | | | | | | | | | 12 | 52 | 3 | 2 |
| | I | | | | | | | | | | 20 | 82 | 40 | 28 |
| | A | | | | | | | | | | 8 | 37 | 19 | 32 |
| | P | | | | | | | | | | 5 | 5 | 14 | 23 |
| READING/ WRITING | B | | | | | | | | | | 29 | 62 | 8 | 2 |
| | I | | | | | | | | | | 11 | 104 | 40 | 45 |
| | A | | | | | | | | | | 3 | 16 | 18 | 26 |
| | P | | | | | | | | | | 2 | 1 | 10 | 13 |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| | | | | | | | | | |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 104 | | 53 | |
| Math <u>Algebra</u> | | 306 | | 208 |
| Math | | | | |
| Biology | | | | |
| Chemistry | 106 | | 28 | |
| Earth Science | | | | |
| Living Environment | | 318 | | 207 |
| Physics | 88 | | 23 | |
| Global History and Geography | 130 | | 76 | |
| US History and | 203 | | 138 | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Government | | | | |
| Foreign Language | | 157 | | 157 |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The school has always used its in-house assessment to determine the level of literacy of our students. This coming year, we will invite the Office of ELLs to discuss which of the recommended (ECLAS-2, El Sol, Fountas and Pinnell, etc.) better fit the needs of our students. In addition to our own placement test, we opted for the DYO (English) and, we have expanded it to the Spanish Department as well.

Three classes have been added to students' programs that after completing the first or second semesters of Level 1, Level 2 and Level 3 ESL classes need more time and help to develop writing and reading skills. At least two teachers select the students. These classes are called LBG ESL.

The ELA Data stills reveals that most of our ELLs continue having difficulty with essay writing and making inference. The same can be said with figurative language. Every effort is being made to expose students in the classroom to these tasks, in both Spanish classes and in English/ESL classes.

The NYSESLAT data indicated some progress this year in terms of students moving from beginners to intermediate and from intermediate to advance. But, writing is the strand where students still score low. The same can be said with the results of the placement exams. With the DYO, the students do not perform to level in the same areas as in the ELA. The NLA data shows literacy problems similar to the lacking skills in ELA. The NLA new pilot curriculum addresses these issues and support writing and reading comprehension.

The Math department uses a predictive Acuity assessment to follow students' progress in math. It has allowed math teachers rethink questioning techniques when students take the present algebra course in the ninth grade.

In Global Regents, the data reveals that ELLs who come with credits from their country for Global History one and two, have more difficulty scoring sixty five and above in the Regents. A curriculum was created by the Social Studies teachers for these students. This is a one year curriculum that aims at filling in the students' gaps in Global History, and it will take the Regents a year later.

Each year, we have made improvements and gains with our ELLs, but remain aware that more needs to be done. The Curriculum Mapping initiative that began last year, is aimed at creating a mapping that fills learning gaps, that for the most part alienate our ELLs and prevents them from becoming better analytical thinkers. It will address literacy language development across the content areas. Academic language/vocabulary will be reflected in all maps and its goal is to prepare our ELLs to have access to four year colleges and beyond.

At the end of each year, departments meet and revisit the present year results and assessments. Teams of teachers are created to revisit the DYO in English and Spanish, to revisit the SIFE program and analyze the data and these teams discuss way on how to improve the learning of our ELLs.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

NONE

Part VI. LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
| Juan Villar | Principal | | 11/22/10 |
| Mireya de la Rosa | Assistant Principal | | 11/22/10 |
| Kenyi Ogando | Parent Coordinator | | 11/22/10 |
| Soranlly Jimenez | ESL Teacher | | 11/22/10 |
| Rosa Baez | Parent | | 11/22/10 |
| Yvette Tardy | Teacher/Subject Area | | 11/22/10 |
| Victoria Munoz | Teacher/Subject Area | | 11/22/10 |
| | Coach | | |
| | Coach | | |
| Ruth Fried | Guidance Counselor | | 11/22/10 |
| Nancy Scala | Network Leader | | 11/22/10 |
| | Other | | |

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|--|-------------|--------|---------------|--------------|--|
| School Name: | Gregorio Luperon High School for Science and Mathe | | | | | |
| District: | 6 | DBN: | 06M552 | School | 310600011552 | |

DEMOGRAPHICS

| | | | | | | | | |
|----------------|-------|--|---|--|----|---|----------|---|
| Grades Served: | Pre-K | | 3 | | 7 | | 11 | v |
| | K | | 4 | | 8 | | 12 | v |
| | 1 | | 5 | | 9 | v | Ungraded | |
| | 2 | | 6 | | 10 | v | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|------------|------------|------------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 89.6 | 91.2 | 93.2 |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | | | | |
| Grade 2 | 0 | 0 | 0 | | | | |
| Grade 3 | 0 | 0 | 0 | | | | |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | | | | |
| Grade 6 | 0 | 0 | 0 | | | | |
| Grade 7 | 0 | 0 | 0 | | | | |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 106 | 253 | 98 | | | | |
| Grade 10 | 103 | 79 | 195 | | | | |
| Grade 11 | 100 | 77 | 82 | | | | |
| Grade 12 | 99 | 77 | 103 | | | | |
| Ungraded | 1 | 0 | 0 | | | | |
| Total | 409 | 486 | 478 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 96.4 | 92.0 | 97.2 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| | 86.2 | 97.5 | 97.3 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 14 | 24 | 25 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 71 | 100 | 77 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 0 | 0 | 0 | Principal Suspensions | 0 | 0 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 0 | 0 | 0 |
| Number all others | 0 | 0 | 0 | | | | |

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | N/A | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 351 | 456 | TBD | Number of Teachers | 27 | 27 | 27 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 8 | 8 | 10 |
| # receiving ESL services only | 0 | 0 | TBD | Number of Educational Paraprofessionals | 0 | 0 | 0 |
| # ELLs with IEPs | 0 | 0 | TBD | | | | |

These students are included in the General and Special Education enrollment information above.

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 26 | 15 | 136 | % fully licensed & permanently assigned to this school | 96.6 | 100.0 | 91.7 |
| | | | | % more than 2 years teaching in this school | 69.0 | 71.4 | 70.4 |
| | | | | % more than 5 years teaching anywhere | 69.0 | 71.4 | 81.5 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 83.0 | 86.0 | 96.3 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | 86.4 | 93.9 | 81.7 |
| Black or African American | 0.0 | 0.0 | 0.0 | | | | |
| Hispanic or Latino | 100.0 | 100.0 | 100.0 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.0 | 0.0 | 0.0 | | | | |
| White | 0.0 | 0.0 | 0.0 | | | | |
| Male | 44.3 | 48.4 | 48.7 | | | | |
| Female | 55.7 | 51.6 | 51.3 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | |
|--|-------------------------------|---|----------|---------|---------------|
| | In Good | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | |
| | Improvement Year 2 | | | | |
| | Corrective Action (CA) – Year | | | | |
| | Corrective Action (CA) – Year | | | | |
| | Restructuring Year 1 | | | | |
| | Restructuring Year 2 | | | | |
| | Restructuring Advanced | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | <u>Secondary Level</u> |
|--------------------------------|------------------------|
| ELA: | ELA: X |
| Math: | Math: v |
| Science: | Graduation Rate: v |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | | | | X | v | v | |
| Ethnicity | | | | | | | |

| | | | | | | |
|---|--|--|--|---|---|---|
| American Indian or Alaska Native | | | | | | |
| Black or African American | | | | | | |
| Hispanic or Latino | | | | X | v | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | |
| White | | | | | | |
| Multiracial | | | | | | |
| Students with Disabilities | | | | | | |
| Limited English Proficient | | | | X | v | |
| Economically Disadvantaged | | | | v | v | |
| Student groups making | | | | 1 | 4 | 1 |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|------|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | A | Overall Evaluation: | | | | NR |
| Overall Score: | 73.3 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | 14.6 | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | 21.6 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | 32.6 | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | 4.5 | | | | | |

| | |
|--|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| – = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I. School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|--|-------------------------------------|
| Network Cluster CFN-107 | District 06 | School Number 552 | School Name Gregorio Luperon |
| Principal Juan Villar | | Assistant Principal Mireya de la Rosa | |
| Coach | | Coach | |
| Teacher/Subject Area Yvette Tardy/NLA SPANISH | | Guidance Counselor Ruth Fried | |
| Teacher/Subject Area Soranlly Jimenez/ESL | | Parent Rosa Baez | |
| Teacher/Subject Area Lisette Thompson/Bil.Science | | Parent Coordinator Kenyi Ogando | |
| Related Service Provider Michael Hoffman/MSW | | Other type here | |
| Network Leader Nancy Scala | | Other type here | |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|-----------|--|-----------|--|----------|
| Number of Certified ESL Teachers | 9 | Number of Certified Bilingual Teachers | 27 | Number of Certified NLA/Foreign Language Teachers | 4 |
| Number of Content Area Teachers with Bilingual Extensions | 15 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | 473 | Total Number of ELLs | 442 | ELLs as Share of Total Student Population (%) | 93.45% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II. ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Gregorio Luperón is a high school for newcomers from Latin America, whose language is Spanish. The registration process for the newcomers is as follows: administering the Home Language Questionnaire is the first step; followed by an informal interview conducted by a guidance counselor (Ms. Ruth Fried and/or Mr. Ricaulte Pena). This interview begins in English and proceeds in the student native language. In our case, 100% of our students are native Spanish speakers. The second part of the process is covered by administering the Language Assessment Battery-Revised (LAB-R) conducted, within the first 10 days of their arrival at Luperon, by Ms. Soranly Jimenez (ESL teacher) and Ms. Yvette Tardy (NLA Spanish teacher), followed by in-house placement exams given by the ESL and Spanish Departments to measure their level of performance in Spanish and English languages. This process is conducted and evaluated by fully bilingual (English/Spanish) and licensed pedagogues.

Within the first 10 days of school, while the identification process is taking place, parents are shown the NYC Department of Education video, which explains all three language programs. Once parents watch the video, they proceed to complete the Parent Survey and Program selection form. The school makes concerted efforts to collect the forms of those present as well as from the ones who were absent during these presentations. A pedagogue serves as presenter and is available to answer questions. Parents who do not return the forms are contacted and advised about the three modalities that exist and, also of our decision to place their son/daughter in our TBE program until they come to the school and after watching the video choose otherwise.

Annually, the school administers the New York State English as a Second language Achievement Test (NYSESLAT) to those students who did not score proficient the year before. The Assistant Principal for the Humanities prepares a plan in conjunction with the ESL/English Department to address the need of those students failing to make an appropriate progress. Furthermore, the Accreditation Committee will produce a list of students who are falling behind. This list will be accompanied by a set of recommendations indicating what steps are important in safeguarding every child's academic progress.

On September of each year, the NYSESLAT Combined Modality Report (RNM) is distributed to all teachers and discuss during the first Faculty Conference. Teachers are encouraged to use the data from this report to plan their lessons and to differentiate their students learning. The results of this report are also used to plan and modify the ESL/ELA periodic assessment. At the end of every year, the cabinet as well as the ESL/English Department evaluate the progress made by our students in language acquisition.

Regardless of student level of English, all incoming 9th graders are required to participate in the school summer program. This program main components are Literacy and mathematics.

The trend that has been observed from looking at the Parent Survey and Program Selection forms is that all parents

choose the TBE program. However, the guidance counselor and the parent coordinator will meet with small groups of parents to show them the three programs offered by the DOE. The video from the Office of ELLs is viewed and an open conversation begins. Ms. Ruth Fried and Mireya de la Rosa will be present at the meeting. Also, Principal Juan Villar and the Kenyi Ogando, Parent Coordinator will be available.

The entitlement letters are distributed to all by the guidance counselors. They are returned to Ms. Kenyi Ogando, Parent Coordinator who will place them in a binder and delivered to the Assistant Principal for the Humanities, Ms. Mireya de la Rosa. All materials regarding the ELLs (NYSESLAT, LAB-R, HLS, etc.) are available for anyone interested in reviewing them.

Part III. ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | 14 | 20 | 10 | 4 | 48 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Push-In | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 10 | 4 | 48 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|---|
| All ELLs | 442 | Newcomers (ELLs receiving service 0-3 years) | 398 | Special Education | 1 |
| SIFE | 217 | ELLs receiving service 4-6 years | 42 | Long-Term (completed 6 years) | 2 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups

| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
|----------------------|---------------------|------------|-------------------|---------------------|-----------|-------------------|---------------------------------------|----------|-------------------|------------|
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 398 | 188 | | 42 | 29 | 1 | 2 | 0 | 0 | 442 |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | | | | | | | | 0 |
| Total | 398 | 188 | 0 | 42 | 29 | 1 | 2 | 0 | 0 | 442 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|------------|-----------|-----------|------------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | 88 | 190 | 72 | 92 | 442 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other Spanish | | | | | | | | | | 88 | 190 | 72 | 92 | 442 |
| TOTAL | 0 | 88 | 190 | 72 | 92 | 442 |

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Instruction at Luperon High School for Math and Science is departmentalized. The faculty has been grouped in the following departments: Math and Science and Humanities. NLA and ESL SIFE classes use the RIGOR approach and this year the NLA department is piloting a new NLA Curriculum. The ESL lower and Intermediate's instructional approaches are whole language approach with the understanding that students need to learn language that involves real communication and meaningful tasks that promote learning (Communicative language teaching). In the higher intermediate and advance classes, emphasis on functional communication and literature is promoted and used in the classrooms. Students are immersed in heterogeneous groups to foster an environment of individual and collective growth. Advance Placement classes in Math, Science, Language and Government, are offered at these higher levels. The school offers other programs through College Now at The City College of CUNY

The school has forty seven TBE classes in the core subjects from 9-12 grades representing the beginner, intermediate and advance levels; and, twenty six proficient sessions.

The school follows a 48 minutes bell schedule. Students attend 144 minutes of ESL instruction daily. They also received 96 minutes of mathematics and 48 of NLA (Spanish) daily. Students at the proficient level will also received an additional period (48 minutes) of English. Part 154 is used to guide programming, but an added class in the advance levels supports the continued and needed development in writing and reading.

In the TBE program, the school follows the recommended percentage of NLA/ESL English Proficiency Level in the core subjects, where the students begin with 60/40, Intermediate with 50/50, advance 30/70 and proficient 0/100. The students are placed in ESL classes until proficiency is achieved; afterwards, students continue receiving language instruction support with a curriculum that emphasizes writing and reading.

In the ESL beginners' classes, the focus is on vocabulary, academic language to support across the area content, reading strategies and writing to reinforce comprehension. All newcomers entering the school, are required to be part of a bridge summer program. The focus in the intermediate levels is reading, writing and literary technique and elements and how they help the reader and the writer to convey an idea. In the advance ESL classes, students learn to use the proper academic language of literature. Language development and acquisition is embedded in all levels.

All ELLs are prepared for the ELA Regents in as early as in the low intermediate classes and the preparation continues in the pre-ELA Regents classes, where an added class focuses on English literature and literary elements is offered. Support is slowly emerging from the NLA department for both History and ELA. Extended day and Saturday classes are offered in order to expand the students' preparation for the Regents. Item analysis is done every year after the administration of the ELA and the History Regents exams in order to identify

those skills where students need help with, but also to modify instruction, assessment and curriculum.

Students, who are seniors, whether they are ELLs, proficient ELLs or Long Term ELLs are scheduled in their last year in a college prep class. This curriculum is college oriented and prepare them for all aspect of the college application process. This includes the financial aid application, personal essay, college trips, leadership classes and forums and a four day visit to a college during the summer by a group of twelve students who become peer leaders and assist the teacher in the classroom.

In mathematics, students receive a double period of math in the 9th grade. Students are placed in an after school and Saturday Regents prep classes. These classes are scheduled and programmed based on students' level and taught by certified teaches.

SIFE students who are in the 9th grade are placed in a special program. This program has a Science, NLA and ESL component. These classes are extended to two hours of Spanish and two of Science on Saturday and twice after school during the week. The SIFE classes continue to the Spanish Level five and end with the Advance Placement Spanish Language examination. It is our desire and commitment to expose the SIFE students to a rigorous curricula that enables them to pursue their dream in NYC. Therefore, we place them in small classes, take them out to visit museums and places of interest regularly; meet with their parents frequently; and, write prepare an academic plan for them to graduate on time.

To meet the needs of the Long Term ELLs, the school has added additional ESL; Math and History classes after school and on Saturday to ensure proficiency in the language are met and in the state standardized assessments. The accreditation committee meets every two weeks and discusses each of the Long Term ELLs. Initially, at the beginning of the school year, these students are identified and a plan is laid out to support Long Term ELLs' language and academic growth and ensure that these students graduate.

Students with special needs are placed in regular classes. There is one student with an IEP at Luperon. His IEP is available to the teachers and in this way; the teacher can differentiate the instruction for the student. The Principal and the guidance counselor organized timely case conferencing with the student's mother and his teachers. The social worker works closely with the teacher. Depending on the support the student needs, case conferencing are scheduled by the guidance counselor along with the social worker and the teachers in order to address academic and behavioral issues and to promote the academic development of the student.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

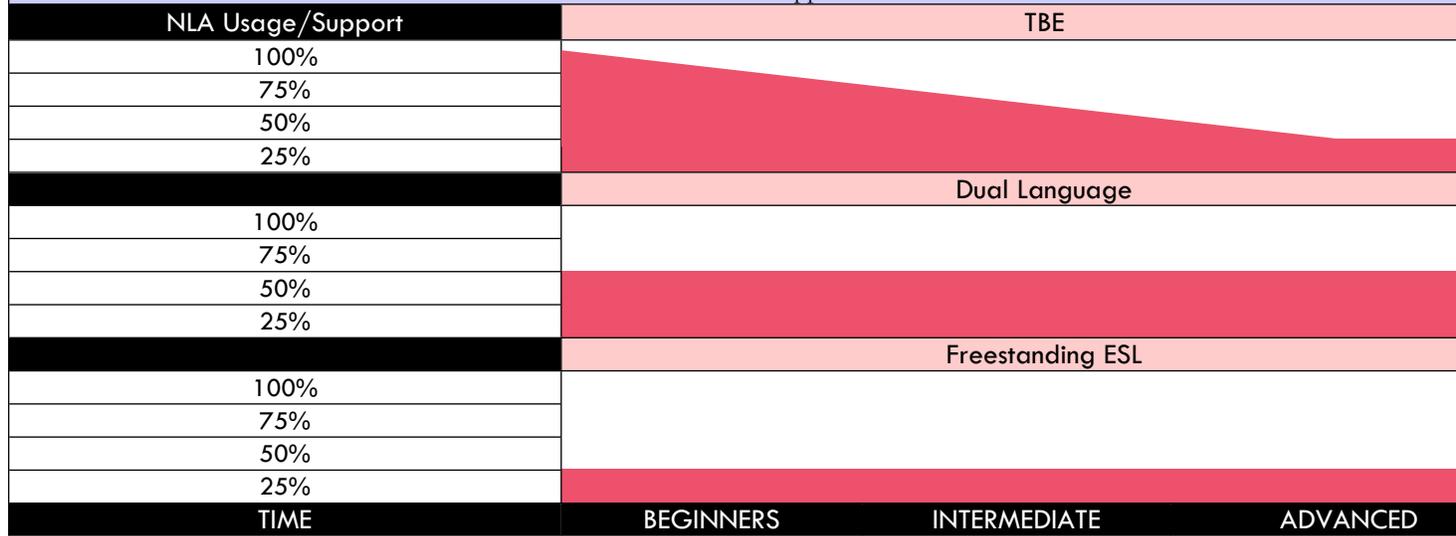
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

All ELLs are prepared for the ELA Regents in as early as in the low intermediate classes and the preparation continues in the pre-ELA Regents classes, where an added class focusing on English literature and literary elements is offered. Support is slowly emerging from the NLA department for both History and ELA. A new NLA Pilot curriculum is presently being tried to meet the ELLs' needs. It begins with a SIFE or a NLA 1 curriculum, and ends in Advance Placement classes in Literature and Language. Extended day and Saturday classes are offered in order to expand the students' preparation for the Regents exams. Item analysis is done every year after the administration of the ELA and History Regents exams in order to identify those skills where students need help with, but also modify instruction, assessment and curriculum. Last year a detailed item analysis was also done in Math.

Mandated classes in the extended day and Saturday programs are embedded in the students programs.

Students, who reach NYSESLAT proficiency, continue receiving language development support in the NLA and ESL classes with a curriculum that emphasizes writing and reading. All their content subject area classes are taught in English.

Presently, all the existing programs for the ELLs, will remain for this and the upcoming year. These are, the STEM science program, REAC College Summit and College Bound. The school also offers the NFTE financial program where students learn about investment and finance. All programs are available to all ELLs accordingly, and correspond to their ages and grade levels.

All Gregorio Luperon High School classes are equipped with smart boards. Teachers have received training on its use. Every classroom computers available to the students during classes, as well as a state of the arts computer room with a full classroom capacity. LCD projectors are in every classroom. A music room complete with practice booths are available for the ELLs who take music as an elective class, and are also identified with such talent. Spanish Literature and Language are offered as electives.

The after school programs target music, physical education, theater, photography, community involvement, a book club, hiking, running. Exchange programs exist in order to expose our ELLs, not just to the United States culture and education, but to other cultures in the world. These exchanges are with Amsterdam students, and the other one with students from Spain.

Twice a year, two major assemblies are conducted and designed specially for the incoming 9th graders. These two assemblies differ from the regular grade assemblies, because they address issues the 9th graders are not familiar with, such as transcripts, grades, discipline code path to graduation and school life.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

This year the school has guaranteed coaching sessions for those teachers who teach and tutor ELLs for the ELA Regents. These sessions are provided by Kaplan and its goal is to help teachers prepare the ELLs for the new ELA Regents.

A team of teachers were identified last year to work on curriculum mapping. This year the complete staff is involved in the project. The purpose has remained to promote integration across subject areas, skills and standards alignment and to support language acquisition across subject. This year, teachers began alignment of the Common Core State Standards within the curriculum mapping and the periodic assessment.

Teachers working with the ELLs have received and will continue to receive professional developments in Differentiation of Instruction and technology. This year professional development on Curriculum Mapping is the main initiative in order to continually train teachers to create a more transparent curriculum for the entire community and align it with language and content and continue improving in preparing our ELLs for college.

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 104 | | 53 | |
| Math <u>Algebra</u> | | 306 | | 208 |
| Math | | | | |
| Biology | | | | |
| Chemistry | 106 | | 28 | |
| Earth Science | | | | |
| Living Environment | | 318 | | 207 |
| Physics | 88 | | 23 | |
| Global History and Geography | 130 | | 76 | |
| US History and Government | 203 | | 138 | |
| Foreign Language | | 157 | | 157 |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The school has always used its in-house assessment to determine the level of literacy of our students. This coming year, we will have the Office of ELLs to discuss which of the recommended (ECLAS-2, El Sol, Fountas and Pinnell, etc.) better fit the needs of our students. In addition to our own placement test, we opted for the DY0 (English) and, we have expanded it to the Spanish Department as well.

Three classes have been added to students' programs that after completing the first or second semesters of Level 1, Level 2 classes need more time and help to develop writing and reading skills. At least two teachers select the students. These classes are LBG ESL.

This year the number of ELLs who belong to the graduating class of 2010 was 77. The number of students who scored level 1 in the ELA Regents exam, increased by 3%. In Global History, the increase was of 4%

The school has developed its own periodic assessment in English and it is creating one in Spanish only for the 9th graders. These assessments are targeted specifically to the ELLs; the English DY0 has a parent component. A highly sophisticated scantron machine processes the assessments once the assessments are administered to the students. Presently, we are working to align the DY0 to the new Common Core standards and the ESL mapping. These assessments are used to help teachers modify and inform instruction.

The Math department uses a predictive Acuity assessment to follow students' progress in math. It has allowed math teachers rethink questioning techniques when students take the present algebra course in the ninth grade.

In Global Regents, the data reveals that ELLs who come with credits from their country for Global History one and two, have more difficulty scoring sixty five and above in the Regents. A curriculum was created by the Social Studies teachers for these students. This is a one year curriculum that aims at filling in the students' gaps in Global History, and it will take the Regents a year later.

Each year, we have made improvements and gains with our ELLs, but remain aware that more needs to be done. The Curriculum Mapping initiative that began last year, is aimed at creating a mapping that fills learning gaps, that for the most part alienate our ELLs and prevent them from becoming better analytical thinkers. It will address literacy language development across the content areas. Academic language/vocabulary will be reflected in all maps and its goal is to prepare our ELLs to have access to four year colleges and beyond.

At the end of each year, departments meet and revisit the present year results and assessments. Teams of teachers are created to revisit DY0 in English and Spanish, to revisit the SIFE program and analyze the data and these teams discuss way on how to improve the learning of our ELLs.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

NONE