



ROCKAWAY PARK HIGH SCHOOL FOR ENVIRONMENTAL SUSTAINABILITY

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 27 / QUEENS / 27Q324

ADDRESS: 100-00 BEACH CHANNEL DRIVE ROCKAWAY PARK N.Y. 11694

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 324 **SCHOOL NAME:** Rockaway Park High School for Environmental Sustainability

SCHOOL ADDRESS: 100-00 Beach Channel Drive Rockaway Park, N.Y. 11694

SCHOOL TELEPHONE: 718-318-6170 **FAX:** 718-318-6176

SCHOOL CONTACT PERSON: Jennifer Connolly **EMAIL ADDRESS:** JConnolly2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Matthew Katz

PRINCIPAL: Jennifer Connolly

UFT CHAPTER LEADER: Kristin Allocco

PARENTS' ASSOCIATION PRESIDENT: Pamela Ruffin & Della Jackson

STUDENT REPRESENTATIVE:
(Required for high schools) Tejwattie Ramrup, Raquan Jean

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Juan Mendez

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
Jennifer Connolly	*Principal or Designee	
Kristin Allocco	*UFT Chapter Chairperson or Designee	
Pamela Ruffin	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rosanne Ciambriello	DC 37 Representative, if applicable	
Tejwattie Ramrup, Raquan Jean	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Matthew Katz	Member / CSA	
Michael Cestaro	Member / UFT	
Della Jackson	Member/ Parent	
Frank Kalnberg	Member/ Parent	
Linda Rufo	Member/ Parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Rockaway Park High School for Environmental Sustainability is an innovative and academically stimulating CTE high school designed to educate, nurture and motivate students to prepare them for success in life. Structured around the theme of Environmental Sustainability, students develop the knowledge, skills, aptitude and appreciation for the career pathways they choose so they can confidently enter college and the work force.

The mission of Rockaway Park High School for Environmental Sustainability is to transform students by providing a rich, qualitative educational experience, preparing students for higher education and the working environment of the 21st century. We are dedicated to ensuring learners at RPHS develop a lifetime of constructive values and critical thinking, are patient, confident and goal oriented. We make a commitment to transform student's lives by connecting academics to profession, to the world that sustains them.

RPHS maintains a personalized learning environment through small class sizes, innovative programming, and rigorous academic instruction that is relevant and applicable to students' lives.

Through an interdisciplinary curriculum that integrates learning voyages, combined with career technical education coursework, RPHS students are expected to:

- Actively engage in a rigorous academic program designed to address and exceed New York State Standards,
- Complete a minimum of three learning voyages (interdisciplinary projects) a year that can be presented to an authentic audience
- Attain industry certifications in green carpentry or organic culinary arts.
- Procure and fulfill an internship in the green carpentry or culinary arts industry by senior year

At RPHS teacher collaboration and common planning time is the driving force of student achievement. Teachers meet weekly to work together in their interdisciplinary professional learning communities. Teachers create, revise and analyze their curriculum maps and syllabus utilizing *Backwards Design*, the *Common Core Standards and Education for Sustainability* standards. Teachers discuss, review and use data such as student work, Acuity and grades to explore, probe and improve their instructional approaches in the classroom.

Professional development at Rockaway Park High School is ongoing, continuous, differentiated according to teachers needs and aligned to the school's annual goals.

Rockaway Park High School has a variety of programs that support student achievement. This year RPHS received a grant from Con Edison to partner with Classroom Inc. Through the partnership, all RPHS students will participate in a technology based simulation, whereby they will make real career-world decisions and have the opportunity to see how their academic and life skills will benefit them in a real-world workplace. Other programs at RPHS include our extended day program whereby students can take advanced classes and our extracurricular programs that include student council, fitness club, art club and our Green club.

RPHS is dedicated to building collaborative relationships with industry partners and community based organizations to support the mission of the school. Presently, RPHS partnerships include some of the following organizations: St. Johns University, York College, The Artisan School Center, The Waterfront Alliance, The Cloud Institute, Classroom Inc., The National Center for Construction and Research, Oceanside Iron and Steel Supply and CCAP.

DEMOGRAPHICS							
Female							

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURRE School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURRE identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
Asian or Native Hawaiian/Other Pacific Islander					
White					
Multiracial					
Other Groups					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged					
Student groups making AYP in each subject					
Key: AYP Status					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY	
Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>	

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 school's 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?
-

Rockaway Park High School for Environmental Sustainability utilized data from 8th grade assessments, predictive and diagnostic assessment (Acuity), writing portfolios, classroom assessments, current pass rates and inquiry team work to analyze patterns and trends in the core academic subject areas listed below. Below is some of the data we utilized to determine the findings below:

Eighth Grade Assessment Data

Subject Area	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4
Math	14	48	20	9
English	16	37	28	1

Pass Rate Data

Subject	Pass Rate for Marking Period 1
English	89 %
Social Studies	94 %
Math	73 %
Science	81%

English

Strengths

1. Identifying literary elements
2. Recognizing how the author use of language creates images or feelings
3. Interpret data, facts, and ideas form informational texts

Areas for Further Development

1. To use the proper conventions of the English language
2. To compose meaningful compositions
3. The use of appropriate, advanced language in writing

Instructional Strategies to Improve Areas in Need of Further Development

1. Students will use a composition rubric to make clear the expectations for idea development, organizational coherence, voice (personality and style) and sentence fluency (word choice and rhetorical devices).
2. Mini-lessons on grammar usage will be conducted on the following topics at least 3 times per week, how to use “new” kinds of syntactic structures that students haven’t noticed before, how to reorder and otherwise manipulate sentence elements, how to expand and combine, concepts like subject, verb and predicate, clause and phrase; grammatical sentences versus run-ons and fragments and usage.

Mathematics

Strengths

1. Equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Areas for Further Development

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
2. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. An example is how we represent inequalities describing nutritional and cost constraints on combinations of different foods.
3. Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. An example is to interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

Instructional Strategies to Improve Areas in Need of Further Development

1. Use of technology such as podcasts to aid in differentiating instruction. This strategy will facilitate students with language barriers, as well as accommodating students of different learning styles. The podcast will also, facilitate student learning at their own pace.
2. Teacher will implement Reciprocal Peer Tutoring “RPT” to improve math achievement. In this strategy students work in pairs, choose a team goal to work towards, support each other on math problems and individually work on a sheet of drill problems. Students get points for correct problems and work toward a goal.

Social Studies

Strengths

1. Interpret charts, graphs, and political cartoons.
2. Discuss topics appropriately in class.
3. Connect facts to construct meaning.

Areas for Further Development

1. Know the major religions of the world.
2. Understand major concepts of World History.
3. Write a coherent paragraph.

Instructional Strategies to Improve Areas in Need of Further Development

1. Teacher will implement the strategy GIST (Generating Interactions between Schemata and Text) to support students in writing a coherent paragraph. This strategy allows students to summarize paragraphs of texts "in their own words." The teacher begins by modeling the technique but coaches the class through a paragraph.

2. Teacher will use the strategy of *thinking maps to outlines* to support students in understanding major concepts of World History and to help students learn the major religions of the world. The use of structured thinking maps and more traditional outlines start with the topic and branch to main categories and subcategories. This strategy requires students to locate main ideas, support information, interpret, generalize, paraphrase, differentiate and categorize.

Living Environment

Strengths

1. Constructing data tables
2. Critical assessments of patterns and trends data

Areas for further development

1. Learning new vocabulary words in context
2. Learning to read scientific text and writing using scientific vocabulary
3. Presenting scientific information verbally

Instructional Strategies

Teacher will take a multidimensional approach to support students learning related to science vocabulary. The approaches below will be implemented to increase long-term knowledge gain of vocabulary.

1. Students will utilize a **concept definition map**. The concept map helps students to make connections with prior knowledge and experiences.
2. The teacher will also utilize **vocabulary concept cards**. In this vocabulary building technique students select a science word from the vocabulary list and write the word on one side of an index card. Then divide the other side of the index card into four quadrants. The left-hand side quadrants are what the word is using their own words and What the vocabulary word is not using own words. The right side is examples (next to what the word is) using drawings, words, or sentence. Other graphic organizers such as the Venn Diagram and KWL's will also be used.

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.

Goal # 1

Organizational structures will be developed to support incoming 9th grade students to earn 11 credits or more

Goal # 2

To incorporate interdisciplinary learning voyages into the curriculum into all contents areas

Goal # 3

To develop a strategic parent engagement program targeted towards improving student progress

Goal # 4

To build a positive school culture that supports academic and character development

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): Goal # 1

<p>Annual Goal - Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Organizational structures will be developed to support the incoming 9th grade students to earn 11 credits or more.</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>Actions</p> <ul style="list-style-type: none"> • A specialized school master program was created to maximize the number of credits students can earn based on the states regulations for credit accumulation • An AMBUSH Academic Intervention System will be implemented to identify students failing 2 or more classes and provide immediate academic intervention • Two PM school classes will be offered to provide students with additional opportunities to earn credit towards graduation • A summer bridges program (in August 2010) was offered to provide an opportunity for students to earn an ELA credit <p>Strategies/Activities</p> <ul style="list-style-type: none"> • Every students schedule will reflect the opportunity to earn 11 or more credits over the school year • A core academic, project-based learning course will be offered in November to support students in makeup work. • Students and Parents will receive academic feedback (in the form of a progress report or numeric grade with comments) every 3 weeks. <p>Target Population</p> <ul style="list-style-type: none"> • All students 9th grade <p>Responsible Staff Members</p> <ul style="list-style-type: none"> • Teachers, support staff, assistant principals, principal <p>Implementation Guidelines</p> <ul style="list-style-type: none"> • September 2010-August 2011

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Implications for Budget</p> <ul style="list-style-type: none"> • OTPS: paper, postage, general supplies • Per session for guidance counselors to conduct PM sessions for parents and students • Per session for inquiry teams and professional development for teachers and assistant principals • NYSTL textbooks for students <p>Staff/Training</p> <ul style="list-style-type: none"> • Set up before school, during school, and after school tutoring, Regents preparation, and credit recovery programs <p>Schedule</p> <ul style="list-style-type: none"> • Set up programs beginning in September and ending in August 2011
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Specialized report card system (report cards are administered 6 times a year to determine pass rate).

Subject/Area (where relevant): Goal # 2

<p>Annual Goal - <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Interdisciplinary learning voyages will be incorporated into the curriculum of all contents areas. All students will experience two learning voyages (an interdisciplinary project-based learning experience) by June 2011. Additionally, the EFS (Education for Sustainability) standards will be integrated into the curriculum and reflected on the curriculum maps of all subject areas.</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>Actions</p> <ul style="list-style-type: none"> • Integrating EFS (Education for Sustainability) Standards into curriculum maps and aligning them to the common core standards. • Teachers have common planning time built into their schedule to co-plan interdisciplinary, project based learning voyages • Ongoing professional development has been planned through the Cloud Institute and Classroom Inc. to provide teachers with the training and planning tools needed to develop and execute learning voyages related to our environmental sustainability theme • Planning templates and tools have been provided to the teachers • Student portfolios <p>Strategies/Activities</p> <ul style="list-style-type: none"> • Learning Voyage Planning Template Completed by Teachers • Curriculum Maps • Syllabus • Lesson Plans • Final Projects • Student work <p>Target Population</p> <ul style="list-style-type: none"> • All students 9th grade <p>Responsible Staff Members</p> <ul style="list-style-type: none"> • Teachers, assistant principal, principal <p>Implementation Guidelines</p> <ul style="list-style-type: none"> • September 2010-August 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Implications for Budget</p> <ul style="list-style-type: none"> • OTPS: paper, postage, general supplies • Training Rate Pay for additional common planning time scheduled every Monday • NYSTL textbooks for students <p>Schedule</p> <ul style="list-style-type: none"> • Set up programs beginning in September and ending in August 2011

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Student portfolios, which will be reviewed to ensure that each student has completed two learning voyages

Subject/Area (where relevant): Goal # 3

<p>Annual Goal - <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop a parent forum whereby at least 75% of parents will be involved in 1 or more school workshops such as: <i>Understanding the Content Standards, Understanding the Testing Process, Motivating Your Child to Succeed in School, Study Skills and/or Parents as Homework Coaches.</i> The purpose of the forum will be to develop the parents' skills in understanding the unique academic program of RPHS and learn order to support their child.</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>Actions</p> <ul style="list-style-type: none"> • Parents will be surveyed twice a year to determine satisfaction with their child's educational experience • The Parent Coordinator will administer a needs assessment to determine parents interest and availability in workshops • The Parent Coordinator will offer workshops based on the needs assessment and on parent interest • Students and Parents will receive academic feedback (in the form of a progress report or numeric grade with comments) every 3 weeks. <p>Strategies/Activities</p> <ul style="list-style-type: none"> • Agenda and materials distributed • Sign In Sheets • Survey results <p>Target Population</p> <ul style="list-style-type: none"> • All students 9th grade <p>Responsible Staff Members</p> <ul style="list-style-type: none"> • Teachers, support staff, assistant principals, principal <p>Implementation Guidelines</p> <ul style="list-style-type: none"> • September 2010-August 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Implications for Budget</p> <ul style="list-style-type: none"> • OTPS: paper, postage, general supplies • Per session for guidance counselors to conduct PM sessions for parents and students • Per session for inquiry teams and professional development for teachers and assistant principals • NYSTL textbooks for students <p>Staff/Training</p> <ul style="list-style-type: none"> • Set up before school, during school, and after school tutoring, Regents preparation, and credit recovery programs <p>Schedule</p> <ul style="list-style-type: none"> • Set up programs beginning in September and ending in August 2011

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Agendas
Sign in Sheets
Need Assessment Survey

Subject/Area (where relevant): Goal # 4

<p>Annual Goal - <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To build a positive school culture that supports academic and character development. There will be a forum for students, staff and parents to participate in decisions related to school environment</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>	<ul style="list-style-type: none"> • Students had the opportunity to participate in Summer Bridges (in August 2010) and share in common experiences. Team building opportunities were also incorporated into the program. • Teachers and Students will be trained in <i>Habits of Mind</i> with 3 habits being the main focus for the school year. At RPHS we introduce <i>Habits of Mind</i> as part of our character education program because we believe that character education must also develop students’ performance values such as effort, diligence, and perseverance in order to promote academic learning, foster an ethic of excellence, and develop the skills needed to act upon ethical values. • We will celebrate student success school-wide through the following practices: Student of the month, Attendance recognition (for students with 90% attendance or higher), RPHS incentive coins. • We will have teacher/staff appreciation day, twice a year • Students will participate in a service learning project • A student council will be created so that students have a voice in creating the school culture <p>Target Population</p> <ul style="list-style-type: none"> • All students 9th grade <p>Responsible Staff Members</p> <ul style="list-style-type: none"> • Teachers, support staff, assistant principals, principal <p>Implementation Guidelines</p> <ul style="list-style-type: none"> • September 2010-August 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • OTPS: paper, postage, general supplies • Training rate for teacher training

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Agendas
- Photos (of summer bridges)
- Bulletin Boards celebrating student success
- Lesson plans for service learning project

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

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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 Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
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	53	55	46	54	11	0	0	0
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- 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. 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>Tier 1 Intervention: 260 minutes / week of differentiated ELA instruction delivered within the regular classroom environment during the school day. Tier 2 Interventions: 520 minutes/week of differentiated ELA instruction delivered within the regular classroom environment which includes an additional project based learning course in the subject areas (ELA) that intervention services are needed. Tier 3 Interventions: Small group daily tutoring time for students in need of additional support after school hours or during lunchtime with a licensed ELA teacher. Students in tutoring are identified by teachers based on their in-class performance as well as self-identify. Students receive targeted instruction in small groups towards their areas of weakness and support in completing assignments. <u>Interventions for ELL's</u> Tier 1 Intervention: 520 minutes/ week of differentiated ESL instruction by a licensed ESL teacher for beginner ELL's, 360 minutes/week for intermediate ELL's and 180 for advanced ELL's. Tier 2 Interventions: Small group daily tutoring time for struggling ELL's focuses on building basic communication skills. Students are identified based on in class performance or can self-identify. Classroom materials and instruction is provided, as needed, in the native language to Spanish speaking ELL's and instruction is approached with ESL best practices in mind.</p>
<p>Mathematics:</p>	<p>Tier 1 Intervention: 260 minutes / week of differentiated Math instruction delivered within the regular classroom environment during the school day. Tier 2 Interventions: 520 minutes/week of differentiated Math instruction delivered within the regular classroom environment which includes an additional project based learning course in the subject areas (Math) that intervention services are needed. Tier 3 Interventions: Small group daily tutoring time for students in need of additional support after school hours or during lunchtime with a licensed Math teacher. Students in tutoring are identified by teachers based on their in-class performance as well as self-identify. Students receive targeted instruction in small groups towards their areas of weakness and support in completing assignments.</p>
<p>Science:</p>	<p>Tier 1 Intervention: 260 minutes / week of differentiated science instruction aligned to state standards by licensed science teacher delivered within the regular classroom environment during the school day. Tier 2 Intervention: 520 minutes/week of differentiated Math instruction delivered within the</p>

	<p>regular classroom environment which includes an additional project based learning course in the subject areas (Science) that intervention services are needed.</p> <p>Tier 3 Intervention: Small group daily tutoring time for students in need of additional support after school hours or during lunchtime with a licensed Science teacher. Students in tutoring are identified by teachers based on their in-class performance as well as self-identify. Students receive targeted instruction in small groups towards their areas of weakness and support in completing assignments.</p>
Social Studies:	<p>Tier 1 Intervention: 260 minutes / week of differentiated social studies instruction aligned to state standards by licensed social studies teacher delivered within the regular classroom environment during the school day.</p> <p>Tier 2 Intervention: 520 minutes/week of differentiated social studies instruction delivered within the regular classroom environment which includes an additional project based learning course in the subject areas (Social Studies) that intervention services are needed.</p> <p>Tier 3 Intervention: Small group daily tutoring time for students in need of additional support after school hours or during lunchtime with a licensed Science teacher. Students in tutoring are identified by teachers based on their in-class performance as well as self-identify. Students receive targeted instruction in small groups towards their areas of weakness and support in completing assignments.</p>
At-risk Services Provided by the Guidance Counselor:	Utilizing the ASCA model counselors provide services to students experiencing academic, attendance and behavioral concerns. Students are served through curriculum delivery (classroom guidance), responsive services, individual student planning and system support.
At-risk Services Provided by the School Psychologist:	The framework for services is in accordance with procedures that govern the functioning of the school-based IEP Team. In addition, students identified by the Pupil Personnel Team, who are in need of assessment services, i.e., functional behavioral assessments, classroom observations, behavioral intervention plans, etc., are seen by the psychologist for services. Students experiencing acute/chronic emotional distress receive intervention services during the school day.
At-risk Services Provided by the Social Worker:	A brief intervention/solution focused model is provided to students receiving at-risk social work services. Students are usually seen individual for individual planning around issues and concerns interfering with academic achievement and progress. Students with life choice concerns and/or evidence of maladjustment to adolescence are also referred, through Pupil Personnel Team for school-based counseling services. The Related Services Provider also sees students who have IEP mandates for counseling.
At-risk Health-related Services:	Currently all students with health-related services have either an IEP mandate or 504 plan for professional services.

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

NCLB/SED requirement for all schools

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

See attached.

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.

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: **Rockaway Park High School for Environmental Sustainability**

BEDS Code: **342700011324**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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 articulation/enrollment data, home language identification survey (HLIS) and informal observations will be used to determine language translation needs.

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.

The school has an enrollment of students from who speak Spanish, Arabic, or French. Parents need to have documents translated into other languages, especially Spanish. All notices are being sent out in English and Spanish. When necessary the DOE translation service is called for immediate translation. Regent's examinations are also being ordered in Spanish for all administrations. The school community has been made aware of our needs through monthly meetings.

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.

Currently, documents are translated internally by the Parent Coordinator. When necessary they will be sent out to the Translation / Interpretation unit.

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.

The school continues to provide onsite staff to support student and parent need for translation services. The principal and parent coordinator maintains a list of in-house staff. The parent coordinator contacts the Translation & Interpretation Unit to arrange for

services to assist at the time of the conference, student intervention meetings and/or to meet other types of family service needs. The parent coordinator has also provided information to school counselors to assist them in accessing translation unit services for meeting with students/parents.

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>.

The parent coordinator has sent student home with information regarding accessing the Translation Unit Services. Flyers are also maintained on school bulletin boards about the services. The school has also ensured compliance with the Recommended & Required School Checklist, as printed in the New York City Department of Education Translation and Interpretation Unit brochure.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	53986	0	53986
2. Enter the anticipated 1% set-aside for Parent Involvement:	540	0	540
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	2699	*	2699
4. Enter the anticipated 10% set-aside for Professional Development:	25000	*	25000

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 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.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy and Parent-School Compact for Rockaway Park High School for Environmental Sustainability

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Rockaway Park High School for Environmental Sustainability, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Rockaway Park High School for Environmental Sustainability is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community.

Rockaway Park High School for Environmental Sustainability will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Rockaway Park High School for Environmental Sustainability Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. The school will maintain this information.

In developing the Rockaway Park High School for Environmental Sustainability Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent- Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.

To increase and improve parent involvement and school quality, Rockaway Park High School for Environmental Sustainability will:

actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set- aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a 2 dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Rockaway Park High School for Environmental Sustainability will further encourage school-level parental involvement by:

holding an annual Title I Parent Curriculum Conference;

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

Section II: School-Parent Compact

Rockaway Park High School for Environmental Sustainability, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Rockaway Park High School for Environmental Sustainability staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the

State's Standards and Assessments by:

using academic learning time efficiently;

respecting cultural, racial and ethnic differences;

implementing a curriculum aligned to State Standards;

offering high quality instruction in all content areas; and

providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, childcare or home visits for those parents who cannot attend a regular meeting;

respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and

planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

supporting parental involvement activities as requested by parents; and

ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

check and assist my child in completing homework tasks, when necessary;

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

encourage my child to follow school rules and regulations and discuss this with my child;

volunteer in my child's school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child's education.

I will also:

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for people, other property; and myself

try to resolve disagreements or conflicts peacefully; and always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____
on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will
be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the
school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.
2. Schoolwide 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 Meet the educational needs of historically underserved populations.
 - 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.

- 3. Instruction by highly qualified staff.
- 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.
- 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- 6. Strategies to increase parental involvement through means such as family literacy services.
- 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.
- 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.
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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.

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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						

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.

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.

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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.)

Currently, there is one student living in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - Referrals to PRIDE –Planning Roots in Dynamic Education
 - School-based counseling and intervention services
 - Postings to increase awareness of the McKinney-Vento Act
 - Counselors track students and make referrals to on-site intervention staff for ongoing support services
 - Provide ongoing textbooks and materials for free
 - Subsidized activities including uniform and trips.

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

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	ROCKAWAY PARK HIGH SCHOOL FOR ENVIRONMENTAL SUSTAI					
District:	27	DBN:	27Q324	School	342700011324	

DEMOGRAPHICS

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

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				
Kindergarten			0				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			87				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			0				
Total			87				

Attendance - % of days students attended:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

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

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
			60.0

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

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

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	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			11	Superintendent Suspensions			
Number all others			4				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10

<i>These students are included in the enrollment information above.</i>				CTE Program Participants			
---	--	--	--	--------------------------	--	--	--

English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes			TBD				
# in Dual Lang. Programs			TBD				
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10

<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
---	--	--	--	--------------------	--	--	--

				Number of Administrators and Other Professionals			
--	--	--	--	--	--	--	--

				Number of Educational Paraprofessionals			
--	--	--	--	---	--	--	--

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			1.1	% core classes taught by "highly qualified" teachers			
Black or African American			41.4				
Hispanic or Latino			34.5				
Asian or Native Hawaiian/Other Pacific			2.3				
White			19.5				
Male			65.5				
Female			34.5				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
							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		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:	
Math:		Math:	
Science:		Graduation Rate:	

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 1	District 27	School Number 324	School Name Rockaway Park High
Principal Jennifer Connolly		Assistant Principal Matthew Katz	
Coach		Coach	
Teacher/Subject Area Kristin Allocco/English		Guidance Counselor Michelle Ryan	
Teacher/Subject Area Raquel Blair-McPherson/Math		Parent Michael Cestaro/Social Studies	
Teacher/Subject Area Patricia Mangan/ESL		Parent Coordinator Ironely Valdez	
Related Service Provider Roseanne Ciambriello/school ai		Other Phil Soman/Physical Education	
Network Leader Sumita Kaufhold		Other Robert Weiss/Career	

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	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	88	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	10.23%
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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.

1. The Home Language Identification Survey is given in the parent's first language. If the parent's first language is not one of the translated languages in the survey, we contact the DOE's Office of Translation and Interpretive Services, which can translate the letters and conduct the formal interview in the native language. Someone from that office can either come to the school or speak to the parent by phone.

The parent and child will be interviewed by an ESL pedagogue. The informal oral interview is conducted in English or in the parent's native language by a staff member who speaks the parent's native language. Based on the parent's responses on the HLIS and the interview conducted by the ELL coordinator, the Home Language Code will be established by the ELL coordinator.

If the student's home language is not English, the student is eligible to be tested with the LAB-R. If the student does not score proficient on the LAB-R, the student will receive ELL services. If the student's home language is Spanish and he or she doesn't score proficient on the LAB-R, the student will be administered the Spanish LAB.

The ESL teacher, Patricia Mangan, or the Assistant Principal, Matthew Katz, will conduct the initial screening, administer the HLIS, the Lab-R and the formal initial assessment.

ELLs are annually evaluated in the spring using the NYSESLAT. ELLs are given the test every year until they reach English language proficiency.

2. After students are identified as ELLs, within 10 days of registration, parents are provided an orientation by the ESL teacher and the assistant principal with the support of the parent coordinator. During the orientation, parents are shown the New York City video informing them of the three New York City program models –Transitional Bilingual, Dual Language, and Freestanding ESL. Parents will receive additional information about the three choices and will have an opportunity to ask questions. They will receive a parent program selection form and will be required to select one program model in order of preference.

After making a choice, they will be informed of the program currently offered in our school. If their first choice is a program not offered in our school, the parent will have the option to transfer the student to another school in the district that offers the requested program. If they choose to stay in our school, they will be placed in the current ESL program. Parents will be informed that if the school receives enough requests to warrant opening a Transitional Bilingual or Dual Language program, we will open such a program as required by CR Part 154.

Parent choice letters are filled out in school during parent orientation meetings, which are done on the day the parent and child first come into the building.

The intake process is done on the one day the parent and child come to the building. The ESL teacher and the assistant principal will be available to ensure the process is completed.

3. Entitlement letters are distributed on the same first day when the intake process and the LAB-R testing are conducted. Parent surveys and program selection forms are completed on site and returned immediately. We do not send these forms home.

4. During the parent orientation, parents of identified ELLs are provided with the NYC video outlining the Transitional Bilingual, Dual Language and Freestanding ESL models. They are required to choose a program. The parent orientations are conducted in English and in the parent's native language with the support of our Spanish-speaking parent coordinator. If the parent's native language is not Spanish, we will contact the Office of Translation and Interpretive Services for assistance. If the parent's first choice of program is not offered in our school, the parent will have the option of transferring the child to another school in the district that offers the requested program.

All communication with the parents will be conducted as much as possible in the parent's native language with help of interpreters and translated documents.

For students who are in our building and did not score proficient on the NYSESLAT, the ESL coordinator will send home to parents the

Continued Entitlement letter. If parents wish to change the student's program, they will need to meet with a staff member at the school to discuss their choice.

5. Since our school is in its first year of operation, we do not have a history of program choices that parents have requested. However, we will continue reviewing parental choices to ensure that the programs we offer meet parents' requests.

6. The program model offered by our school is aligned with parental requests. We have 9 ELLs and the parents of these students have chosen our model. In the future, we will ensure that alignment continues to be built between parent choice and program offerings by having our assistant principal review the program offerings biannually.

The assistant principal supervises the ELL identification process and record keeping of parent letters and files. These files include the HLIS, the parent's choice and the student's placement. The records are in the students' cumulative folders and copies of these files are held in the school's main office.

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										2				2
Push-In										6				6
Total	0	0	0	0	0	0	0	0	0	8	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	9	Newcomers (ELLs	3
Special Education			

		receiving service 0-3 years)			
SIFE	3	ELLs receiving service 4-6 years	1	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										0
Dual Language										0
ESL	3	1		3	2		3	0		9
Total	3	1	0	3	2	0	3	0	0	9

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										7				7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										1				1
TOTAL	0	9	0	0	0	9								

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7				7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										1				1
TOTAL	0	9	0	0	0	9								

Part IV: ELL Programming

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.

1.

a.) Based on NYSESLAT scores, students are categorized as beginner, intermediate and advanced. Of our school's nine ELL students, three are basic, four are intermediate and two are advanced. We mainly use a push-in model, combined with a few pull-out classes. The ESL teacher primarily pushes into the core classes – Living Environment, Algebra, Global Studies, and English Language Arts. Most of the students who are pulled out are in the beginner level, and the pull-out class serves to give them more intensive literacy skills in reading, writing, speaking and listening. They are never pulled out of their core classes. The only classes they are pulled out of are Career/Finance and Culinary Arts.

During the push-in sessions, the ESL teacher serves as a co-teacher with the content area teacher. Co-planning sessions are conducted by the teachers during their preparation periods and the two strategize before classes. In some cases, ELLs in the beginner or intermediate level may be separated within the class solely to assist them with vocabulary or reading they may be struggling with.

b.) Students travel together as a group based on homogeneous levels which are determined by ?????

2. In our Freestanding ESL model, the ESL teacher ensures that advanced ELL students are provided 180 minutes per week of ESL instruction; intermediate students receive 360 minutes per week and advanced students receive 180 minutes per week. This is done through a combination of push-in and pull-out models, as outlined in question No. 1. Students receive a majority of ESL instruction through the push-in model in their core classes, and are pulled out only in elective classes. Advanced students, who require fewer ESL instructional minutes, are seen only in their content area classes.

Students are instructed in reading, writing, listening and speaking in a variety of ways. Listening and speaking are addressed by conversation, Step by Step text books and modeling of correct pronunciation by the ESL teacher. Reading and writing are mastered by the use of ESL books in fiction and non-fiction articles, newspaper reading, grammar texts, dictionaries and glossaries.

In addition, students are exposed to these four skills in their content area classes. In ELA, for example, students this semester have read "Of Mice and Men," and have received intensive vocabulary instruction through scaffolding techniques with the aid of the ESL and ELA

teachers. Students also have access to the computer lab throughout the day in content area classes, in ESL and during their lunch period if they wish. In the lab, they use Internet resources for intensive language and literacy support and to further their development of academic language.

Intermediate and advanced students actually receive more than the allotted instructional minutes because they are sometimes present in the class when the ESL teacher is pushing in for the beginner students.

ELLs are also afforded additional support by the content area teachers who offer tutorial assistance in the content area during their professional periods. ELLs may also participate in an optional ninth period class, beginning in November, where students will be offered classes in Participation in Government and in Journalism.

3. Content areas are delivered by licensed content area teachers who, with the help of the ESL teacher, teach strategies using an ESL approach. In the content area classes, teachers use differentiated instruction for ELLs, sometimes grouping or pairing them together as needed. Teachers focus on the development of academic writing which is specific to the content area. Some have requested glossaries for their particular subject area. Content area teachers are also offered QTEL classes. These skills will be further reinforced at professional development sessions throughout the year and with the purchase of books designed to assist these teachers with ELL student needs. Native language support for ELLs is also afforded. The majority of our ELLs are Spanish speaking and the ESL teacher, who is knowledgeable in Spanish, uses their native language as needed when helping students in the content areas. In English Language Arts, a beginner student may be allowed to use the native language translation of a novel if needed.

4.

- a. Because our SIFE students must make up the academic skills they have missed, the small group instruction they are offered in the pull out program best serves their needs. Material covered in content areas is reinforced and help is offered where needed.
- b. For ELLs in US schools for less than three years, students need accelerated instruction to pass the ELA exam required for them after one year. Academic intervention for these newcomers includes intensive vocabulary and reading strategies in their pull-out classes to reinforce the ELA content class and the use of Achieve 3000 in the computer lab.
- c. ELLs receiving service from 4 to 6 years need a variety of stimulated instruction. Effort is made to offer modern day readings, use the computer lab and provide advanced intensive writing skills. For example, in Career/Finance, the ESL teacher pushes in to help students at this level with writing a resume and a cover letter.
- d. Long-term ELLs who have completed 6 years of service could be in danger of dropping out. However, in our school they are mainstreamed into the general population so they do not feel isolated and are encouraged to join our after- school clubs such as weight training and exercise, where they are open to meeting American students.
- e. ELLs identified as having special needs can thrive in our small group, differentiated instruction when they are pulled out. Special education students who may exhibit behavioral problems may be encouraged to work separately with the ESL teacher in the content area class.

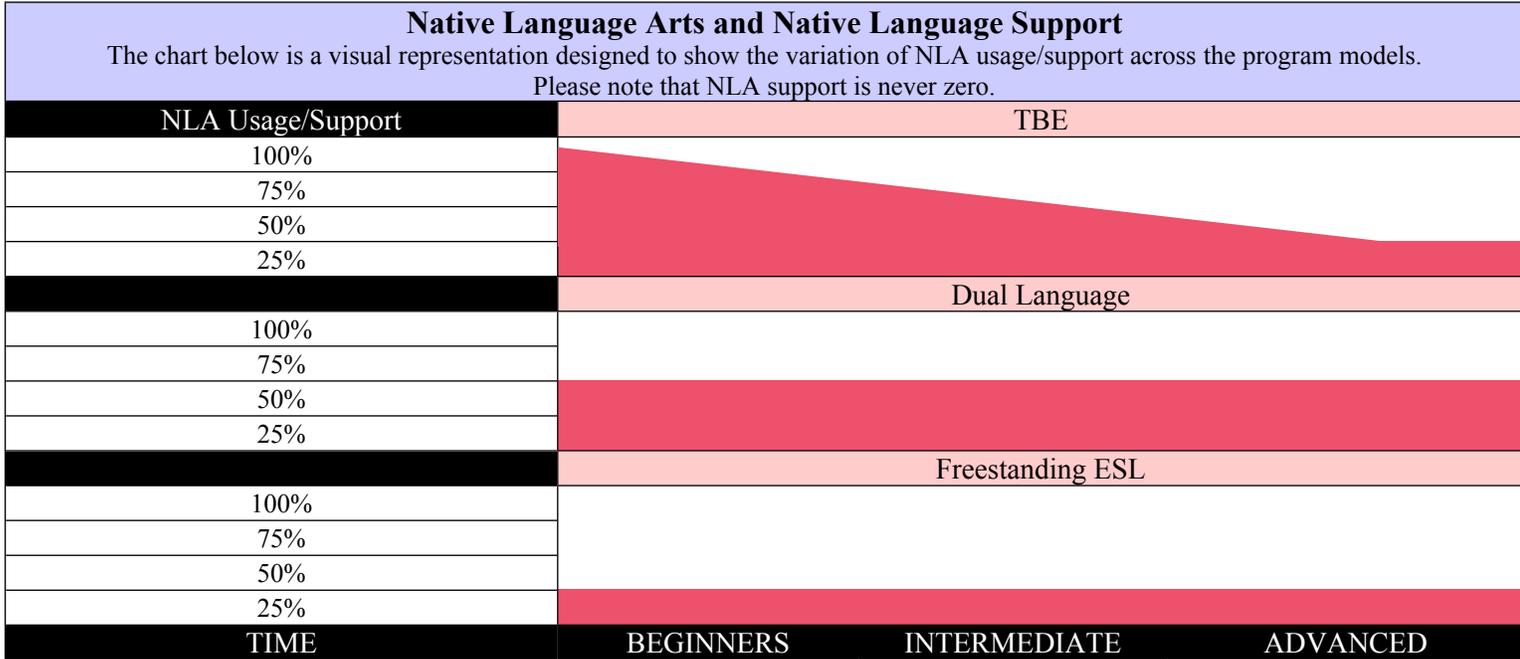
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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). 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 your 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?

5. ELLs with 0 to 3 years of service receive push-in support in the content areas in addition to the mandated ESL instruction. The ESL teacher co-plans and co-teaches with the content area teacher to offer intervention services to the newcomers. Students with 4 to 6 years of service and long-term ELL learners receive push-in services as well as support with Achieve 3000. A ninth period in our school, which will offer Journalism and Participation in Government, will also provide these students additional language support. English is primarily used for support but Spanish is used as well if deemed necessary, especially for newcomers.
6. ELLs reaching proficiency on the NYSESLAT will be provided transitional support for two years. If needed, accommodations for testing will be provided. ELLs may be given tutorials if needed by content area teachers, who can provide ESL strategies for academic support. Former ELLs will continue to have differentiated instruction and be individually supported by teachers. They will be provided glossaries, dictionaries and native language support if needed.
7. Because we are a new school, we will use our experiences with the newly opened programs for possible improvement next year. The results of the ELL Periodic Assessments and the NYSESLAT will be closely reviewed this year for any improvements necessary.
8. We are a newly opened school. Does not apply.
9. All ELLs are given the same opportunities as other students in our building, as well as additional supports. They can participate in an optional after-school program such as the Fitness Club, taught by the school's gym teacher; have access to an ELA Regents prep program; and can take tutorials. Other programs may be offered next year as our school population increases, and we are exploring the possibility of partnerships and collaborations with outside agencies that can offer support to ELLs.
10. In ESL we have a wide assortment of texts offered on 4 different levels. These include fiction and non-fiction reading for intermediate and advanced. Beginner students have several books for their level, including the Step by Step series and Milestones. All students are provided dictionaries and glossaries and can use software programs provided by some of their texts for use in the computer lab. Achieve 3000 will also be implemented.
Since we are a newly opened school, we are in the process of researching and purchasing materials, particularly computer software.
11. The ESL teacher can provide native language support to Spanish speaking students. Seven of our nine ELL students speak Spanish. The ESL teacher pushes in to content area classes and can translate content when necessary.
We are also looking into purchasing translated texts in the students' native language. ELLs also use dictionaries in class and can use on-line translated programs in the computer lab.
12. Our required services support and resources correspond to ELLs' ages and grade levels.
13. In August, ELLs were able to participate in a two week optional program at our school focusing on environmental studies. Students took a credited English class and worked with the Waterfront Alliance, taking trips to a nearby marina and kayaking. Also present at these classes was our Spanish-speaking parent coordinator.
14. There are no language offerings at present for any of our students. We are a newly opened school with only ninth grade this year.

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)?

Paste response to questions 1-5 here

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.

1. All staff members who teach ELLs may avail themselves of professional development courses, which are given periodically by the Department of Education Office of English Language Learners. Staff can register on the DOE Protraxx website to enroll in courses geared for middle school ELLs, which showcase strategies, curricula and academic intervention across various content areas. We also send teachers to QTEL, which is a five-day series of meetings with other ESL teachers.

2. N.A. at this time.

3. Staff meetings and staff development days are held when ESL strategy training is provided by the ESL teacher in collaboration with administrators and outside consultants.

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?

E. Parental Involvement

1. There is an orientation for all incoming ELLs with the ESL teacher, the assistant principal and the parent coordinator.
2. During the parent orientations, Ell parents will be informed of the resources available to them in our school and in the community. This is our first year of operation and we plan to organize activities for the parents of ELLs throughout both semesters.
3. We evaluate the needs of parents by surveys, informal conversations between the parent coordinator and the ESL teacher, and newsletters which are sent home.
4. Since we are a new school, we are in the process of assessing parent needs. All meetings with ELL parents and correspondence with them will be translated into the family's native language.

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

Beginner(B)											3				3
Intermediate(I)											4				4
Advanced (A)											2				2
Total	0	0	0	0	0	0	0	0	0	0	9	0	0	0	9

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0			
	I										2			
	A										5			
	P										2			
READING/ WRITING	B										3			
	I										4			
	A										2			
	P										0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	0	0	0	2
5	2	2	0	0	4
6	1	5	0	0	6
7	1	7	0	0	8
8	4	4	0	0	8
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	
3									0
4	1		3		0		0		4
5	4		2		1		0		7
6	4		3		1		0		8
7	1		6		1		0		8
8	3		6		0		0		9
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	1		1		1		0		3
8	4		5		0		0		9
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	2		1		1		0		4
8	7		2		0		0		9
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the NYSESLAT and Lab-R tests to assess the early literacy skills of our ELLs. This data provides information on the student’s listening, speaking, reading and writing skills and allows us to determine the level of instruction. Students in our school consistently did best on the speaking portion of the tests. Scores are generally lowest in reading. For example, in the 2010 NYSESLAT, an examination of the results shows that student scores on the speaking portion of the test ranged from 016 to 034. Reading scores ranged from 006 to 022. This includes all levels. Listening and writing scores appeared to be about the same. The low reading scores indicate that reading skills must be strengthened as much as possible in ESL and in content area classes.

2. These results show that reading skills must be reinforced. Students who have been in this country longer consistently do better on speaking and listening parts.

3. The ESL teacher and the content area teachers will make efforts to address reading comprehension both in texts and in the computer lab. While writing scores were generally better than reading on the tests, emphasis has to be placed on reinforcing writing skills especially in preparation for the ELA Regents.

4.

A.) NA This is a new school and that data is not yet available.

B.) Because we are a new school the ELL Periodic Assessments were recently given for the first time. When the results become available on-line, they will be carefully reviewed by the assistant principal and the ESL teacher to assess the weakest and most proficient skills of the students and come up with scaffolding strategies to best support ELLs.

C.) Data is not yet available. Scores will be reviewed shortly.

6. We will be looking at various data, such as the periodic assessments, the NYSESLAT exam next spring and the students’ progress in their content area classes. Communication is continually maintained between the content area teacher and the ESL teacher on the 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.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		