



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GREGORIO LUPERON HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M552

PRINCIPAL: JUAN VILLAR EMAIL: JVILLAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Juan Villar	*Principal or Designee	
Ruth Fried	*UFT Chapter Leader or Designee	
Rosa Baez	*PA/PTA President or Designated Co-President	
Melvin Peralta	DC 37 Representative, if applicable	
Naomi Taveras	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Francisca Lopez	CSA	
Francisco Torres	Member/PA	
Luz Tejada	Member/PA	
Maribel Fernandez	Member/PA	
Silvia de la Rosa	Member/PA	
Ana Moreta	Member/PA	
Julian Sosa	Member/PA	
Larry Ramos	Member/Student	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1: The ELA Regents performance of the cohort 2008 will increase by 3% compared to the 2007 cohort.

The ELA/ESL Department will continue using the DY0. It will also use the periodic assessment from the Office of ELLs as a predictive assessment. Presently, the DY0 has been formative, and therefore using the Office of ELLs assessment will allow us to redesign certain elements of the DY0. Every other week, a meeting to look at students' work will take place, especially with students from the 2012 graduating cohort, who still have not passed the ELA Regents. They will be placed in the E5R class crafted to meet their academic needs. The schedule of the school was modified to allow time for teachers to meet individually with the most needed students three times per week for 37 minutes.

A team of teachers and administrators led by the Network will engage in creating a systematic procedure at looking at students work using Charlotte Danielson's book, "Enhancing Professional Practice: A Framework for Teaching". Also, we will continue our relationship with Ms. Haidi Hays Jacobs around the issue of the CCSS and Curriculum Mapping. A new cohort of teachers will be attending the Saratoga Conference, which will bring together Ms. Jacob and Ms. Danielson. By doing so, Gregorio Luperón faculty is attempting to revamp our instructional agenda by engaging in a process of examining, refining and strengthening our curriculum and excelling in its delivery. As we move forward in meeting this new professional challenges the outcomes will clearly demonstrate our students' readiness to pursue a college degree and/or a job.

Comprehensive needs assessment

- The student population is comprised of 100% Latinos newly-arrived to NYC educational system.
- The school needs to improve the predictive assessments we have used.
- We need to embrace a rigorous process to evaluate the quality of the work produced by our students

Instructional strategies/activities

- *Frequent item analysis right after the Periodic Assessment will be given. These results will continue to guide our curriculum mapping as we use them to modify it, drive instruction and to support the students master those skills.*
- *Frequent conversations with teachers about students' work*
- *Frequent and consistent teachers' observations. Teachers will be observed periodically using formal, informal and Learning Walks guided by Ms. Danielson's rubric*
- *We will conduct a mark analysis at the end of every marking period*
- *Parent-teachers conferences will be scheduled to address particular students and their issues*
- *Credit accumulation will reflect the overall progress*

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional 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;

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers joining Gregorio Luperón Faculty must demonstrate their knowledge and experience in the following areas:

- Curriculum Mapping
- Charlotte Danielson’s Framework for Teaching
- Ability to embrace an array of strategies to move instruction for the ELL population
- Use of data to guide instructional decisions
- Experience teaching ELLs or college preparation that can be accepted in lieu of experience

Service and program coordination

- The school possesses a very comprehensive list of Community Based Organizations that are providing (in-house and outside) quality intervention to assist both the students and their families to cope with issues such as bullying, domestic violence, unemployment hardship, immigration and, homesickness to mention a few. We work in conjunction with Alianza Dominicana, Children’s Aide Society, Washington Heights-Inwood Coalition, and The Dominican Women Development Center.

Budget and resources alignment

- Regardless of the budgetary constrains that we suffered this year, we were able to add one more English teacher. By doing so, we are strengthening the team of teachers designated to serve the 11th and 12th graders.
- Title III allocation provides us with the additional mile needed to move our struggling students from one level of performance to the next. Under this budget line as well as supported by the 21st Century Grant, we cover both the PM and Saturday Programs.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

There will be an increase of 1% on the passing average for the Geometry Regents for the class of 2012 from the class of 2011.

Math Department will meet during the month of November to adjust the geometry curriculum using an item analysis of previous Regents exams. Geometry students will be programmed for tutoring based on Acuity and in class assessments. Mock Regents exams will be administered during the months of December and May. Mock Regents exams results will be used to further ensure that instruction is individualized and addresses students' unique needs. In correspondence with The Citywide Instructional Expectations, math teachers will engage in revising the curriculum to adhere to CCSS and to foster a rich environment where students will engage in a cognitively challenging mathematics task that requires from them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. By raising the inquiry level, math teachers, are committed to make out of the mathematics an instrument that serves to elevate the level of reasoning, understanding, inferring and proposing solutions to nowadays problems

Comprehensive needs assessment

- Students' performance is very low as per our standards
- Additional time is needed for differentiation of instructional strategies
- Our geometry Regents results are consistently in the high 30 percent, significantly lower than our Algebra results
- For the past 5 years our math goals have related to the Algebra Regents, which has led to our stagnant Geometry results

Instructional strategies/activities

- 1) By the end of November the Geometry curriculum will be adjusted to better align to the Regents.
- 2) Teachers will continue to work on the CCSS to improve teaching methodologies, strategies and timing. They will also be exposed to a seminar on Curriculum Mapping led by Ms. Danielson and Ms. Jacob.
- 3) Students will be programmed for additional tutoring no later than November, 2011.
- 4) Acuity exams will be administered from Feb- May 2012. Results will be used to adjust instruction.
- 5) Two Mock Regents exams will be administered.
- 6) Results will be used to further address students' unique needs.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional 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;

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers joining Gregorio Luperón Faculty must demonstrate their knowledge and experience in the following areas:

- Curriculum Mapping
- Charlotte Danielson’s Framework for Teaching
- Ability to embrace an array of strategies to move instruction for the ELL population
- Use of data to guide instructional decisions
- Experience teaching ELLs or college preparation that can be accepted in lieu of experience

Service and program coordination

- The school possesses a very comprehensive list of Community Based Organizations that are providing (in-house and outside) quality intervention to assist both the students and their families to cope with issues such as bullying, domestic violence, unemployment hardship, immigration and, homesickness to mention a few. We work in conjunction with Alianza Dominicana, Children’s Aide Society, Washington Heights-Inwood Coalition, and The Dominican Women Development Center.

Budget and resources alignment

- The number of math teachers remains the same. Tutoring in all math classes, particularly in Geometry and Algebra supported by the Title III and the 21st Century Grant allocations. Students will be provided with an additional opportunity to strengthen their skills by attending the PM and/or Saturday programs.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

To increase the percentage of students passing the Global and Geography Regents by 2. %

Teachers will be informally observed once a month starting in November. At the same time teachers will visit each other and report back their findings. Teachers will provide a similar Regents' based monthly assessment, and analyze its results as a department. The results will guide their instructions and provide formative and predictive data. The guidance department will place students who have completed Global History 1 and 2 in their native country; in the special curriculum we have created to meet their academic needs.

The extended day and Saturday classes will continue. We will seek for the Network to provide support on analyzing and understanding data. The use of the item analysis scanner currently used by the DY0 team will be available to the Social Studies department after each monthly assessment. The technology already existing in our school will better assist teachers who became smart board certified. There will be some team meetings with the ESL/NLA Departments to discuss students' progress and to share best practices. The social study teachers will take part of the group led by the Network that will concentrate in analyzing student work.

Students will demonstrate their readiness by improving their inquiry strategies while reaching higher level of performance in writing and reading comprehension skills. They will improve their essay writing techniques to address Regents based questions as well as the examination. Students will acquire the necessary reading and writing comprehension for them to interpret, understand and make appropriate decisions in regard to any issue pertaining to their lives, their community, the nation and the world.

Comprehensive needs assessment

- The global Regents continues to be the most challenging one for newly-arrived students
- Students entering NYC school system in the 10th grade present a learning gap of one year of instruction when compared with those who entered in the 9th grade
- It is quite a challenge for newly-arrived students to learn to use and to dissect historical documents. This is something completely new for them.
- Students are capable of a vague rhetoric but, unable to articulate a complete argument using a timeline, sequence of events, impact (positive and negative) and building their conclusions on historical events (facts).

Instructional strategies/activities.

- Teachers' scholarship reports at the end of each marking period.
- Monthly students' assessment report.
- Review of students' assessment during team meetings after the assessment is administered.
- An item analysis will be performed both in February and June to assess the level of performance reached by the students in answering the essay questions.
- Use of technology (ipads, smart boards, computers) to support daily instruction
- Visit to museums in NYC, Philadelphia and Washington, DC

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional 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

Strategies for attracting Highly Qualified Teachers (HQT)

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- Ability to embrace an array of strategies to move instruction for the ELL population
- Use of data to guide instructional decisions
- Experience teaching ELLs or college preparation that can be accepted in lieu of experience

Service and program coordination

- The school possesses a very comprehensive list of Community Based Organizations that are providing (in-house and outside) quality intervention to assist both the students and their families to cope with issues such as bullying, domestic violence, unemployment hardship, immigration and, homesickness to mention a few. We work in conjunction with Alianza Dominicana, Children’s Aide Society, Washington Heights-Inwood Coalition, and The Dominican Women Development Center.

Budget and resources alignment

- The number of history teachers remains the same. The school is providing additional help to all students who have failed the Regents and/or is scheduled to take for the first time during the afternoon and Saturdays. These programs are funded by Title III and the 21st Century Grant.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Establishing the advisory for the incoming 9th graders through the iZone Program

9th grade students will be blocked programmed for the 2011-2012 school year. iZone team members will create an Advisory curriculum during the summer. ALL advisory cycles (4-5 weeks) will end in a PBL. PBL professional development will take place during July, and throughout the year. PBLs will be used to assess effectiveness of Advisory Program. Advisory students will be invited to begin program one day before normal classes. IZONE team will meet during 1st week in September to plan program.

Comprehensive needs assessment

- Students entering NYC educational system for the first time arrive with an array of issues that will obstruct their process of adaptation and, consequently slow their learning pace.
- Newly-arrived students deal need to cope with the fact that they lost their habitat to transition to new home that is a complete challenge culturally and linguistically.
- Latinos are among the first to drop out of school and one of the easiest target to be recruited for a gang
- A number of them come to leave with relatives and friends leaving behind their biological parents
- They struggle to settle in NYC due to the fact that they lack the knowledge and preparation needed to survive in this society
- Students need a small setting where they can vent out their frustrations and, also to verbalize their plan for the future
- As newcomers, our students lack a standardized study skill set
- All our students, more so the 9th graders, lack 21st Century skills. Our iZone focus of PBL, Blended Instruction and Advisory will address this gap.

Instructional strategies/activities

- During the month of August all 9th grade students will be informed about orientation day.
- During summer iZone teachers will create (at least) 2 months of Advisory Curriculum.
- During first week of September iZone team members will meet to plan orientation day, and work on Advisory Curriculum.
- After each cycle, iZone team members will evaluate effectiveness of program and adjust as needed.
- PBL training during July will be used to choose effective PBLs to incorporate in the program.
- Remainder Advisory curriculum will be completed during the school year.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
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Service and program coordination

- The school possesses a very comprehensive list of Community Based Organizations that are providing (in-house and outside) quality intervention to assist both the students and their families to cope with issues such as bullying, domestic violence, unemployment hardship, immigration and, homesickness to mention a few. We work in conjunction with Alianza Dominicana, Children’s Aide Society, Washington Heights-Inwood Coalition, and The Dominican Women Development Center.

Budget and resources alignment

- Teachers participating in the iZone are covered under the FSF line and all per sessions from The Funds for Public School.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Enhancing Professional Practice

Using Charlotte Danielson's approach embedded in "The handbook for professional practice" and "Enhancing Professional Practice: A Framework for Teaching" as well as Kim Marshall's model for conducting meaningful frequent mini-observations teachers will be visited. Feedbacks will be provided within 24 hours; a conference will follow up either to praise or to highlight the elements that needed to be corrected. The principal will adapt a version of these models to better fit Luperón educational setting, culture and needs

Comprehensive needs assessment

- In order to strengthen the learning community we have built, the school needs to raise the level of performance.
- Teachers need to improve in using strategies to better meet the special needs and skills of the ELL population so, that they can become successful college students and citizens. This is inclusive but not limited to language acquisition and cognitive development; reading and writing comprehension; problem solving skills, etc.
- There is a need for a structure that foster and validate permanent instructional conversations
- The faculty needs to be exposed to Ms. Charlotte Danielson's theory and model the recommendations embedded in her books, A Framework for Teaching
- Teachers need to be provided with a clear understand and the tools for the standards they are aiming for; e.g. CCSS and Rubrics.

Instructional strategies/activities

- A portfolio will be created for each teacher
- A monthly meeting will take place with teachers as a venue to accomplish two things: 1) to share best practices; and, 2) to examine teachers' practices as we engage each other in discussing students' work.
- By the end of the school year a minimum of 174 mini-observations will be completed.
- Teachers' accountability and success in their classrooms will increase as demonstrated by the credit accumulation, students reaching mastery levels and the number of passing the Regents Examinations

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
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Service and program coordination

- The school possesses a very comprehensive list of Community Based Organizations that are providing (in-house and outside) quality intervention to assist both the students and their families to cope with issues such as bullying, domestic violence, unemployment hardship, immigration and, homesickness to mention a few. We work in conjunction with Alianza Dominicana, Children's Aide Society, Washington Heights-Inwood Coalition, and The Dominican Women Development Center.
- In addition, the students participating in the iZone benefit from having Advisory Groups. A team of 9 teachers are dedicated to work with almost 100 students. They meet them three times per week in a flexible setting that will allow the students to vent out their academic, family and societal concerns.

Budget and resources alignment

- This program is supported by our FSF funds.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	30	50	50	0	8	0	5	0
10	30	35	35	45	14	0	5	2
11	90	40	55	50	20	0	16	2
12	25	10	30	25	10	0	7	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<input type="checkbox"/> An extended day will be provided to all level 1 and 2 students. Also, an intensive Saturday Academy will run from 9:00 am until 1:00 pm for Regents Prep classes. Teachers are trained in QTEL and, will be using Read 180 methodology to increase students' reading and writing skills.
Mathematics	<input type="checkbox"/> Services will provided to ALL math classes after school and on Saturdays tutoring. This intervention will take many forms, including one-on-one tutoring, small group instruction and peer tutoring. The main target this year will be improving our performance in the Geometry Regents Examination.
Science	<input type="checkbox"/> AIS services will be provided after school and during Saturdays. This intervention will take many forms including one-on-one tutoring, small group instruction and peer tutoring. Tutoring will focus in Living Environment, Physics and Chemistry
Social Studies	<input type="checkbox"/> Extended day small group tutoring and Saturday academy. History Alive continued support with visuals of historical classroom related material, to enhance the understanding of Social Studies.
At-risk Services provided by the Guidance Counselor	<input type="checkbox"/> Individual and group counseling will be provided every other week. In addition, a counseling period has been scheduled in every at risk student to meet with the guidance counselor weekly. Referral to outside agencies will be done as needed. The school has established an agreement with Children Aids Society to provide mental health to all students and family members in need of.
At-risk Services provided by the School Psychologist	<input type="checkbox"/> Students will be referred to Children Aids Society as needed.
At-risk Services provided by the Social Worker	<input type="checkbox"/> Weekly meetings will be held with selected group or individual students. An articulation with outsides agency exists. The school will collaborate with Alianza Dominicana, Children Aids Society, Washington Heights-Inwood Coalition, Dominican Women Development Center, among others to address the need of our students.

At-risk Health-related Services

We will continue to use the Young Clinic of Children Aids Society at the Mirabal Center (a.k.a. IS 90). Also, CAS will continue to provide information and when needed the medical coverage for all our students to have access to medical attentions.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional 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;

Our school's 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. This information will be maintained by the school.

In developing the 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, our school 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- 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 Annual Title I Parent 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;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, 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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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 an Annual Title I Parent 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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent 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;
- 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:

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

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Nancy Scala	District 06	Borough Manhattan	School Number 552
School Name GREGORIO LUPERON			

B. Language Allocation Policy Team Composition [?](#)

Principal JUAN VILLAR	Assistant Principal MIREYA DE LA ROSA
Coach type here	Coach type here
ESL Teacher SORANLLY JIMENEZ	Guidance Counselor Ruth Fried
Teacher/Subject Area Saulio Tuero/Social Studies	Parent Rosa Baez
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Michael Hoffman	Other type here
Network Leader Nancy Scala	Other type here

C. 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	8	Number of certified bilingual teachers	12	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	10	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	474	Total Number of ELLs	430	ELLs as share of total student population (%)	90.72%
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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. 

Gregorio Luperón High School is a high school for newcomers from Latin America, whose language is Spanish. The registration process at Gregorio Luperon High School for the newcomers is as follows: administering the Home Language Questionnaire is the first step; followed by an informal interview conducted by a pedagogue. This interview begins in English and proceeds in the student native language. In our case, 100% of our students are native Spanish speakers. The second part of the process is covered by administering the Language Assessment Battery-Revised (LAB-R), followed by in-house placement exams to measure their level of performance in Spanish and English languages. Often times, a student who only speaks English come to seek admission; however, in this type of cases, the student is referred to the outside proper program or school.

At the beginning of the school year, while the identification process is taking place, parents are shown the NYC Department of Education video, which explains all three language programs. Once parents watch the video, parents complete the Parent Survey and Program selection form. The school collects those that are completed. The school makes concerted efforts to collect the forms. A pedagogue conducts these presentations and is available to answer questions. Parents who do not return the forms are contacted and advised that their child will be placed in our TBE program.

Annually, the school administers the New York State English as a Second language Achievement Test (NYSESLAT) to those students who did not score proficient the year before.

On September of each year, the NYSESLAT Combined Modality Report (RNM) is distributed to all teachers and discussed during the first Faculty Conference. Teachers are encouraged to use the data from this report to plan their lessons and accordingly differentiate their students learning. The results of this report are also used to plan and modify the ESL/ELA periodic assessment. This year parents also received their child results.

Regardless of student level of English, all incoming 9th graders are required to participate in the school summer program. This program has three components, Literacy, Math and Gym. The list notice students participate in a process that requires parental participation and the placement exams in NLA English during the month of May.

The trend that has been observed from looking at the Parent Survey and Program Selection forms is that almost all parents choose the TBE program. The school offers the English as a Second Language and the Transitional Bilingual programs to our students. And, students are placed in agreement with parental requests.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SPANISH
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										14	10	13	5	42
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										7	5	7	1	20
Total	0	0	0	0	0	0	0	0	0	21	15	20	6	62

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	430	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	2
SIFE	253	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE		235			16			2		0
Dual Language										0
ESL										0
Total	0	235	0	0	16	0	0	2	0	0

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										89	109	151	84	433
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	89	109	151	84	433								

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

The school has freestanding ESL classes, five English classes, forty seven TBE classes in the core subjects from 9-12 grades. The predominant language groups represented in the school freestanding ESL is Spanish.*****We must add advisory info*****

Part 154 is used to guide programming, but an added class in the advance levels supports the continued and needed development in writing and reading.

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

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

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

Students, who are seniors, whether they are ELLs, proficient ELLs or Long Term ELLs are scheduled in their last year in a college prep

A. Programming and Scheduling Information

class. This curriculum is college oriented and prepare them for all aspect of the college application process. This includes the financial aid application, personal essay, college trips, leadership classes and forums and a four day visit to a college during the summer by a group of twelve students who become peer leaders and assist the teacher in the classroom.

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

SIFE students who are in the 9th grade are placed in a special program. This program has a Science, NLA and ESL component. These classes are extended to two hours of Spanish and two of Science on Saturday and twice after school during the week. The SIFE classes continue to the Spanish Level five and end with the Advance Placement Spanish Language examination. To meet the needs of the Long Term ELLs, the school has added additional ESL; Math and History classes after school and on Saturday to ensure proficiency in the language are met and in the state standardized assessments. The accreditation committee meets every two weeks and discusses each of the Long Term ELLs. Initially, at the beginning of the school year, these students are identified and a plan is laid out to support Long Term ELLs' language and academic growth and ensure that these students graduate.

Students with special needs are placed in regular classes. The IEPs are available to the teachers and in this way; the teacher can differentiate the instruction for the student. The social worker works closely with the teacher. Depending on the support the student needs, case conferencing are scheduled by the guidance counselor along with the social worker and the teachers in order to address academic and behavioral issues and to promote the academic development of the student.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

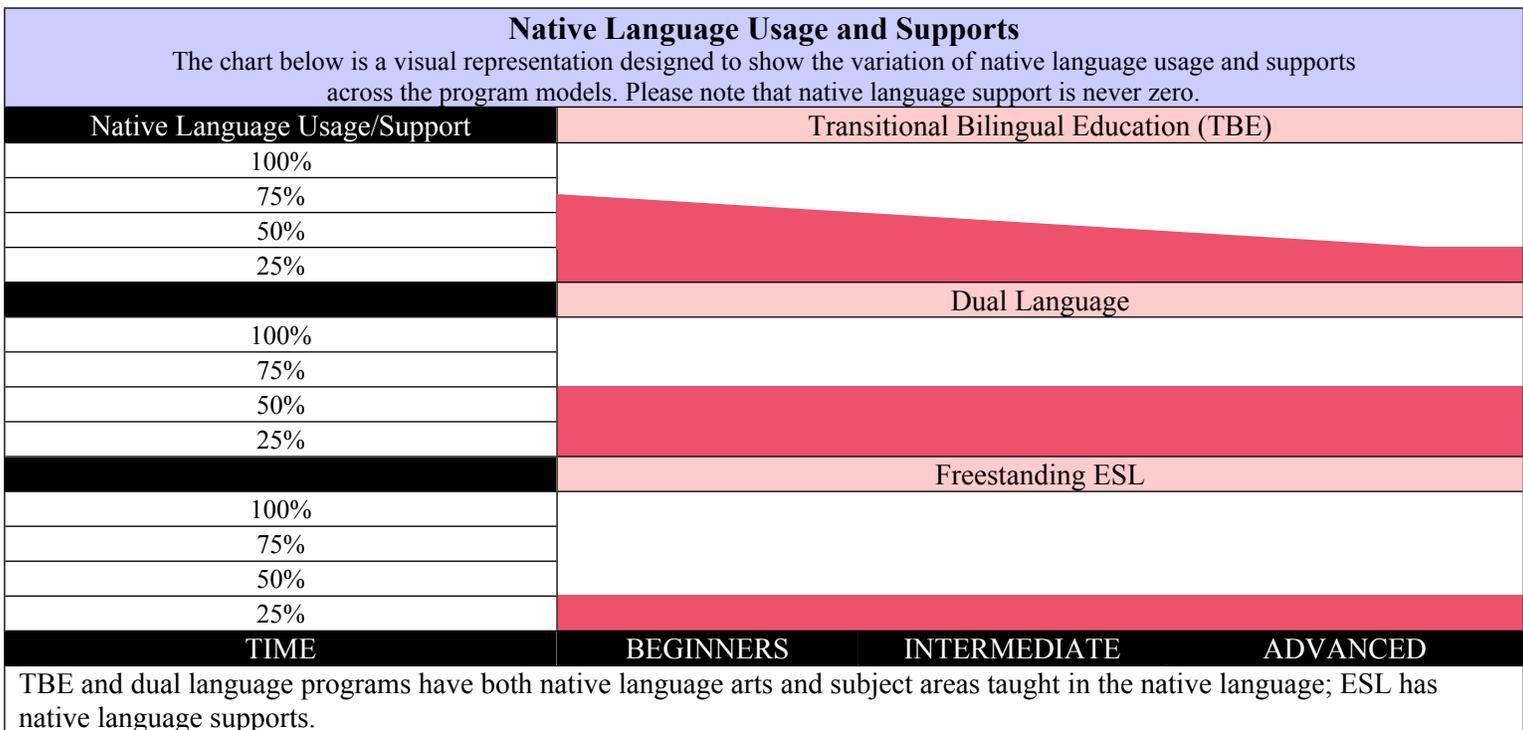
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	SPANISH			
Social Studies:	SPANISH			
Math:	SPANISH			
Science:	SPANISH			
Music	SPANISH			

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

Beginning	Intermediate	Advanced
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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

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

All ELLs are prepared for the ELA Regents in as early as in the low intermediate classes and the preparation continues in the pre-ELA Regents classes where an added class focusing on English literature and literary elements is offered. Support is also provided from the

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

Parents take advantage of the many workshops and seminar we offer which are targeted to them. Parental involvement is always high and these workshops and meeting have had an average attendance of forty parents per meeting. During open school night and afternoon, over two hundred parents come to visit the teachers. Information relevant to the academic performance of their children is shared and discussed with them. A very active parent association works with a community organization and offer evening classes to parents in English, citizenship and GED.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										15	46	31	5	97
Intermediate(I)										8	38	75	44	165
Advanced (A)										3	8	30	19	60
Total	0	0	0	0	0	0	0	0	0	26	92	136	68	322

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										6	22	20	3
	I										10	50	65	31
	A										5	16	36	24
	P										3	3	7	14
READING/ WRITING	B										15	41	50	3
	I										8	41	74	42
	A										3	10	28	22
	P										0	0	5	5

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	130	0	93	
Integrated Algebra		197		134
Geometry		178		73
Algebra 2/Trigonometry	64		26	
Math				
Biology				
Chemistry	80		49	
Earth Science		98		48
Living Environment		109		79
Physics	52		25	
Global History and Geography		160		112
US History and Government		76		56
Foreign Language		146		146
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Three classes have been added to students' programs that after completing the first or second semesters of Level 1, Level 2 and Level 3

Additional Information

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

NONE

Part VI: LAP Assurances

School Name: GREGORIO LUPERON

School DBN: M552

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JUAN VILLAR	Principal		1/1/01
MIREYA DE LA ROSA	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
SORANLLY JIMENEZ	ESL Teacher		1/1/01
ROSA BAEZ	Parent		1/1/01
SAULIO TUERO/SS	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
RUTH FRIED	Guidance Counselor		1/1/01
NANCY SCALA	Network Leader		1/1/01
MICHAEL HOFFMAN	Other <u>SOCIAL WORKER</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 552 **School Name:** GREGORIO LUPERON

Cluster: _____ **Network:** CFN/107

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 families we served are newly-arrived to this country and to NYC educational system making the use of the Spanish language the corner stone to foster an environment of mutual respect and understanding. Therefore, our meetings are conducted in Spanish.

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

All translations are provided in-house.

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.

All translations are performed by teachers and staff members of GLHS.

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.

All translations are performed by teachers and staff members of GLHS.

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>.

All DOE materials are translated for the parents. If interpretation is needed because of a monolingual visitor is present, the school will always make available a person to translate.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Gregorio Luperon	DBN: M552
Cluster Leader: CORINNE RELLO ANSELMINI	Network Leader: NANCY SCALA
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 200
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 9
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Gregorio Luperon is a small high school dedicated to provide a quality education to newly-arrived Latinos. Title III supplement funds will be used to support ELL and long term ELL 9, 10, 11, and 12 grade students in the after school Regents Prep and tutoring programs to advance their previous years ELA/Mathematics Regents scores to a higher level. Students will receive instruction in both languages, their native and English. Nine certified Bilingual/ESL teachers in the area of mathematics, science, social studies and ESL/English, will assist students develop their language acquisition as well as getting acclimated to high school culture and environment from November 2011 through June 2012, 4:00pm - 6:00pm, Mondays through Fridays; and Saturday from 9:00am - 1:00pm. Students will use the following materials: old Regents booklets, textbooks, research papers, in-class notes, notebooks, looseleaf paper, pencils, pens, dictionary, construction paper, glue, etc.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teachers will participate in several workshops/conferences (in house and outside) about curriculum mapping, differentiation of instruction and how to better use technology to support instruction. They will attend a three day (July 10 - 14, 2012) seminar in Saratoga, NY with Ms. Heidi Hayes Jacobs and Ms. Charlotte Danielson. Some of the topics cover in this conference are: 1. Connecting Charlotte Danielson's Framework with Mapping; 2) Mapping to the Common Core, state, and provincial standards; 3. Using UbD and Curriculum Mapping: The Essential Connection for Teaching and Learning, among others. Registration fees only will be covered using Title III. Teachers will be responsible for financing their own travel and lodging expenses.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here: We have a very active Parent Association as well as an effective School Leadership Team. This entities -in conjunction with the school Principal will organize a retreat to Wagon Road. This one day event, helps to galvanized parents participation in the daily operation of the school. Parents -within their monthly meeting- arrange for a presenter to address an important issue; so far, this year we have had workshops about early pregnancy and how to prevent it (Oct. 18), bullying, gangs and how to early detect if young person is involved (November 15), college readiness (October, November and January), financial aids (December and March), etc. Several providers have been involved such as The Leadership Program, Urban Partnership, Columbia University, Dominican Women Development Center and The Hispanic Federation. Parents are notified via phone, mail, leaflets, etc. Translations services are provided. Some of the workshops are scheduled for the third Tuesday of every month, except June.

Part E: Budget

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

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) <ul style="list-style-type: none"> Per session Per diem 	\$	
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$	

