



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HOLCOMBE L. RUCKER SCHOOL OF COMMUNITY RESEARCH

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X 332

PRINCIPAL: SHARIF RUCKER **EMAIL:** SRUCKER@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELENA PAPALIBERIOS

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 |
|--------------------|--|-----------|
| Sharif Rucker | *Principal or Designee | |
| Jose Cardoza | *UFT Chapter Leader or Designee | |
| Eric Adesah | *PA/PTA President or Designated Co-President | |
| Fabyan Roldan | DC 37 Representative, if applicable | |
| Yuelicy Suarez | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Chanemia Singleton | Member/SLT Chair | |
| Dotlyn Grant | Member/Title I Parent Representative | |
| Stella Aviles | Member/ Parent | |
| Lorraine Gaye | Member/Parent | |
| Ruth Pabon | Member/Parent | |
| Jeanetta Singleton | Member/Parent | |
| | Member/ | |

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

Annual Goal #1

- English teachers will engage all students in at least one literacy unit aligned to the Common Core standards in English for grades 9-12.

Comprehensive needs assessment

- NYS & NYC has mandated the adoption of Common Core Standard in English that incorporates opportunities for students to use supporting evidence and active reading strategies when engaging informational text by the year 2014

Instructional strategies/activities

- Activity 1:

Professional Development: Differentiated professional development will be offered with the English department and the Instructional AP to align common core standards to the current English curriculums, grades 9- 12. During these on-going meetings the English department will engage the following learning objectives: 1. Unpacking the common core- developing an understanding of what the Common Core Standards are grades 9-12. 2. Create an action plan that addresses the common standard being taught, the time line of when this is to be implemented, the specific reading, writing, speaking and listening skills that students will learn, and the outcomes of student products that will demonstrate an understanding of the skills addressed from the (1) common core unit taught in the 2011-2012 School year. Teachers will learn how to build common rubrics, shared activities to engage students at multiple levels, and teach common writing strategies that student's will use to develop critical lens essays and/or persuasive writing.

Target Population(s): English teachers servicing grades 9, 10, 11, and 12. The population of students are heterogeneous and includes ELL and ICT/IEP students.

Responsible Staff Members: Assistant Principal for English Department, Instructional Coaches.

Implementation Timeline: September 2011 through May 2012

- Activity 2:

Allocation of Teacher Resources:

Common planning time, use of technology lap tops, I-Pads to communicate agendas, minutes, action research guide- mentoring minds-a common core resource, programming of presentations, primary source documents, subscriptions to periodicals for informational text literacy exploration, purchase of non-fiction articles, and department assemblies to showcase student products.

Target Population(s): English teachers servicing grades 9, 10, 11, and 12. The population of students is heterogeneous and includes ELL and ICT/IEP students.

Responsible Staff Members: Assistant Principal for English Department, Instructional Coaches, Teacher Leaders.

Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Parent Coordinator will host Spoken Word/Poetry Night for students and parents at a community bookstore.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The Parent Coordinator will host parent workshops that provide skills training resume writing, job fairs, financial literacy and basic computer skills.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link, Jupiter Grades and Datacation to keep parents informed about their child's progress in school.
- The school will develop an English Language Institute for Parents. Since many of our students come from homes where their parents do not speak English, parents will be given the opportunity to attend English classes where they can learn English.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has established academic intervention services that focus on improving the literacy skills of all struggling students. These programs include tutoring services from three different vendors aligned with the supplemental educational service program. As a result, our students receive tutoring at home and in school on Saturdays and on weekdays after-school. The Saturday School Program offers students a chance to develop their literacy skills in small groups with their teacher and earn ELA credit while incorporating technology. We are currently in the process of developing a peer tutorial program, which will allow students to receive literacy support from their peers both during the regular academic school day and after-school. In addition, there is an after-school cultural club, with focuses on improving both oral language and writing skills that will support the ELLs and give them

the skills they will need in order to ensure a successful transition post-high school.

- The Family Assistant was hired to support academics as part of the school's efforts to improve attendance during the regular school week and for the Saturday School Program.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (1 day per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for Saturday school, after school programs and differentiated professional development.
- Coop Student payment (4 days per week) for peer tutorial services during the regular school day and after-school.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Math teachers will engage all students in at least one math unit aligned to the Common Core standards in Math for grades 9-12.

Comprehensive needs assessment

- NYS & NYC has mandated the adoption of Common Core Standards in Math that incorporates opportunities for students in Algebra to use reasoning with equation and inequalities.

Instructional strategies/activities

- Activity 1:

Professional Development: Differentiated professional development will be offered within the grades to allow the math

department and the Grade Team to align common core standards to the current mathematics curriculums, grades 9- 12. During these on-going sessions the math department will engage the following learning objectives: 1. Unpacking the Common Core Standards- developing an understanding of what the common core standards are grades 9-12. 2. Create an action plan that addresses the common standards being taught, the time line of when this is to be implemented, the specific computation, critical thinking, and reasoning skills that students will learn, and the outcomes of student products that will demonstrate an understanding of the skills addressed from the (1) common core unit taught in the 2011-2012 school year. Teachers will learn how to build common rubrics, shared activities to engage students at multiple levels, and teach math/numeracy strategies that students will use to develop.

Target Population(s): Mathematics teachers servicing grades 9, 10, 11, and 12. The population of students are heterogeneous and includes ELL and ICT/IEP students.

Responsible Staff Members: Coordinator of Grade Leadership Teams-Ryan Glass, Instructional Coaches.

Implementation Timeline: September 2011 through May 2012

- Activity 2:

Allocation of Teacher Resources:

Common planning time, use of technology lap tops, I-Pads to communicate agendas, minutes, student manipulatives, devices, scantron machine for the on-going collection of student data-simulations.

Target Population(s): Math teachers servicing grades 9, 10, 11, and 12. The population of students is heterogeneous and includes ELL and ICT/IEP students.

Responsible Staff Members: Grade Leadership-Coordinator –Ryan Glass, Instructional Coaches, Teacher Leaders.

Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Baron's Regent Prep Books, etc).
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link, Jupiter Grades and Datacation to keep parents informed about their child's progress in school.
- Mentoring Program-Parents will receive quarterly calls from mentors.

- Parent workshops that provide skills training resume writing, job fairs, financial literacy and basic computer skills
- The school will create and distribute a parent handbook that is translated in all the dominant languages.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has established academic intervention services that focus on improving the mathematical skills of all struggling students. These programs include tutoring services from three different vendors aligned with the supplemental educational service program. As a result, our students receive tutoring at home and in school on Saturdays and on weekdays after-school. The Saturday School Program offers students a chance to develop their mathematical skills in small groups with their teacher and recover math credits while incorporating technology. We are currently in the process of developing a peer tutorial program, which will allow students to receive literacy support from their peers both during the regular academic school day and after-school.
- The Family Assistant was hired to support academics as part of the school's efforts to improve attendance during the regular school week and for the Saturday School Program.

Budget and resources alignment

Funding Sources:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (1 day per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for Saturday school, after school programs and differentiated professional development.
- Coop Student payment (4 days per week) for peer tutorial services during the regular school day and after-school.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Teachers will have the time, structures, skills and student load needed to facilitate a personalized learning experience for each student.

Comprehensive needs assessment

- Upon review of poor credit accumulation of last year's 9th graders and bottom third on the 2010-2011 Progress Report, we have adopted blended classroom models to collect evidence of innovations and to hold ourselves accountable to the mission of increasing high school, college and career readiness by creating classrooms organized around the needs, strengths and motivations of individual students.

Instructional strategies/activities

- Activity 1:

Common Planning Time: Teacher schedules will be differentiated on grade 10 to allow for daily, 5 days a week, 1st period common planning time. These sessions include building student matrixes to capture learning targets, development of standard operation procedures and code of collaboration.

Target Population(s): The 10th grade teachers and Academy Teacher servicing grade 10. The population of students being serviced include are heterogeneous and includes ELL and ICT/IEP students.

Responsible Staff Members: Coordinator of Grade Leadership Teams-Ryan Glass, Instructional Coaches.

Implementation Timeline: September 2011 through May 2012

- Activity 2:

Expansion of Technology:

Purchase and exclusive use of new technology including smart boards, Apple lap tops, I-Pads to align teacher practices, assess practices and to develop practices. Both students and teachers will have access to these varied uses of technology.

Additionally, the adaptation and implementation of a new grading policy on grade 10 with all pass or all fail based on individual student performances, tracked through capacity matrixes.

Additionally, we are looking to purchase a school wide software database that connects all systems of student data management to one internal system. The Datacation software will be used to import and export data from HSST, ATS, Online Grade Reports (Jupiter Grades) into one system. The training and use of this system will help teachers, teacher leaders and administration track student data on a cyclic bases. This data will inform the development of new teacher strategies, AIS services, and school-wide student programming changes.

Target Population(s): Year one implementation includes all 10th grade teachers and students. The population of students will remain

heterogeneously grouped and are to include all 10th grade ELL and ICT/IEP students.

Responsible Staff Members: I-Zone 10th Grade Teachers, I-Zone Coordinator, External Partnerships, such as RISC, I-LEARN, and Authentic Education.

Implementation Timeline: September 2011 through June 2012
Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides to support the iZone initiative.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries about the success and challenges of the iZone Program.
- The school will create and distribute an information resource for parents about the iZone that will be translated in all the dominant languages.
- Parent workshops that provide skills training resume writing, job fairs, financial literacy and basic computer skills
- Parents will be trained on how to use ARIS Parent Link, Jupiter Grades and Datacation to keep parents informed about their child's progress in school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The 10th grade is in year one of the iZone 360 Partnership initiative, which works to foster a community of schools who both individually and collectively develop school structures around the needs, strengths, and motivations of individual students. As part of this new program, students work together with staff and their families to create rigorous and personalized learning plans that help them reach mastery at their own pace through a learning progression that they design to meet their strengths, needs and motivations. This enables the students receive frequent and detailed feedback on their progress toward mastery. As a result, students take ownership of their learning and learn how to work in a variety of live and virtual settings. These items are

incorporated into the learning environment with the use of flexible groupings, flexible use of time and space and real-world learning environments.

Budget and resources alignment

Funding Sources:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Fund for Public School 19, Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Coach per session (Flex Funds)
- Professional instructional materials to support curriculum development.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for professional develop time, after school programs and differentiated professional development.

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 | 0 | 0 | 0 | 0 | 9 | | | |
| 10 | 37 | 27 | 27 | 35 | 14 | | | |
| 11 | 33 | 14 | 33 | 43 | 5 | | | |
| 12 | 36 | 31 | 46 | 36 | 7 | | | |

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 | <ol style="list-style-type: none"> 1. Lunch Tutorial – one to one support during student’s sixth period. 2. After School Extra Help – one to one or small group instruction in teacher’s classroom from 3:30 – 4:30 3. Peer Tutorial Services – in school and after school program that is one to one tutoring from peer to peer. 4. Saturday School Credit Recovery – independent one-to-one course design. Occurs on Saturday mornings. 5. At Home Tutoring Services – one to one online blended learning provided to student on their own schedule. 6. Read 180 – small group reading and writing developmental curriculum used for our lowest third of students. Students engage in a double period block during the school day. |
| Mathematics | <ol style="list-style-type: none"> 1. Lunch Tutorial – one to one support during student’s sixth period. 2. After School Extra Help – one to one or small group instruction in teacher’s classroom from 3:30 – 4:30 3. Peer Tutorial Services – in school and after school program that is one to one tutoring from peer to peer. 4. Saturday School Credit Recovery – independent one-to-one course design. Occurs on Saturday mornings. 5. At Home Tutoring Services – one to one online blended learning provided to student on their own schedule. |
| Science | <ol style="list-style-type: none"> 1. Lunch Tutorial – one to one support during student’s sixth period. 2. After School Extra Help – one to one or small group instruction in teacher’s classroom from 3:30 – 4:30 3. Peer Tutorial Services – in school and after school program that is one to one tutoring from peer to peer. |

| | |
|---|---|
| | <ol style="list-style-type: none"> 4. Saturday School Credit Recovery – independent one-to-one course design. Occurs on Saturday mornings. 5. At Home Tutoring Services – one to one online blended learning provided to student on their own schedule. |
| Social Studies | <ol style="list-style-type: none"> 1. Lunch Tutorial – one to one support during student’s sixth period. 2. After School Extra Help – one to one or small group instruction in teacher’s classroom from 3:30 – 4:30 3. Peer Tutorial Services – in school and after school program that is one to one tutoring from peer to peer. 4. Saturday School Credit Recovery – independent one-to-one course design. Occurs on Saturday mornings. 5. At Home Tutoring Services – one to one online blended learning provided to student on their own schedule. |
| At-risk Services provided by the Guidance Counselor | <p>Guidance provides students with counseling with regard to their academic credits. Guidance also gives students opportunities to be tutored by teachers, peers, or CBO’s. The credit recovery options are also discussed in one-on-one sessions during the school day usually during the student’s lunch period.</p> |
| At-risk Services provided by the School Psychologist | |
| At-risk Services provided by the Social Worker | |
| At-risk Health-related Services | |

**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 Debra Maldonado Benjamin Socc | District 08 | Borough Bronx | School Number 332 |
| School Name Holcombe L. Rucker High School | | | |

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

| | |
|--|--|
| Principal Sharif Rucker | Assistant Principal Charlette Pope |
| Coach type here | Coach type here |
| ESL Teacher Jesus Duran | Guidance Counselor Doris Corporan |
| Teacher/Subject Area Chanemia Singleton/Science | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Monica Mosquera |
| Related Service Provider Jose Cardoza/Spec. Ed. | Other Jesus Duran - ELL Coordinator |
| Network Leader Benjamin Soccodato | 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 | 1 | Number of certified bilingual teachers | 1 | Number of certified NLA/foreign language teachers | 1 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 24 |
| Number of teachers who hold both a bilingual extension and ESL certification | 1 | 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 | 340 | Total Number of ELLs | 38 | ELLs as share of total student population (%) | 11.18% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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. As soon as new students enter our system we check their names through ARIS and ATS to determine previous ESL eligibility. If this is the case we proceed to program their classes based on the ESL level previously determined by the NYSESLAT or ARIS. There may be cases in which students that are not categorized as ELLs might populate our classrooms without anybody knowing.

When a newcomer enters the New York City education system at our school counselors/enrollment officer administer the Home language Identification survey (HLIS) to determine if students speak a language other than English at home. If that is the case, the enrollment official conducts an informal interview with the child to diagnose possible later steps. ESL teachers and counselors look together at the responses from the HLIS and the informal interview and determine whether the student needs to be tested further. The informal interview in the native language of the student is conducted by a teacher or staff member who is a proficient speaker of the student's first language (L1). In absence of this resource the schools will make arrangements so that a speaker can be supplied. When the team determine that the student should be tested to determine his/her language proficiency two steps are taken: a. parents are notified of the need of deeper testing and b. students are administered the English LAB-R as soon as possible.

The LAB-R is administered to all possible ELLs. The test evaluates the students' language skill competences and their ability to perform in at an academic level. Students are placed in a quiet room, preferably during an off period (ESL teacher). All the sections of the Assessment are conducted as mandated by the examiner's manual. At the end of the examination the ESL staff makes ensures all materials are safely guarded and promptly scored. The results are stored electronically (in an external Hard Drive) and physically (secured file cabinet) located in the ESL resource center.

Having scored the answer sheets and determined proficiency levels ESL staff notifies parents, in writing and over the phone, of the results. If it happens that the child is entitled to ELL services, then the ESL department creates the entitlement letters for each of the new ESL students and has the principal sign them. These letters inform parents about the date and place of the conference and what they can expect from it. Parents are scheduled to attend an informational conference in which they will learn about the three (3) different academic language options available to ELLs within NYS public schools. We let them know that this conference needs to take place within the 10-day window from the time of enrollment. We do our best to accommodate to their time constraints, so we allocate more than one day for this conference to be held.

In the case of new comers the counseling team promptly provides the information to us. Right after we have received news of new entrants who might be eligible for ESL we schedule them for diagnostic testing. First we conduct the Home language Identification Survey, and concomitantly we use the LAB-R. The latter diagnostic assessment is used with students whose proficiency level has been pre-evaluated from the initial interview.

Jesus Duran, our ESL Coordinator, is a NYSED certified ESL teacher with a bilingual extension. He is in charge of coordinating the administration of the HLIS and LAB-R. Ms. Ruiz, another NYSED certified ESL teacher, also assists in the task. Ms. Ruiz can communicate in Spanish, while Mr. Duran can communicate both in Spanish and French. Whenever other languages are necessary we make arrangements to supply the translation services.

The placement of students derives from their demonstrated competences (LAB-R cut scores). The documents related to the administration of the diagnostic testing are stored in a safe place in the ESL room.

The NYSESLAT allows the opportunity to track our ELL population progress. We make sure instruction targets the skills evaluated by

the State test. Though our instruction is not test-based, we understand students—and much more individuals from underdeveloped countries—need to be exposed to standardized test formats so they get used to them. Throughout the school year previous to the administration of the NYSESLAT we familiarized our students with the test content as well as its format.

To set the environment for the NYSESLAT testing period we schedule a meeting (town Hal) with all of our ESL. It happens 2 weeks before the first session (speaking) begins. In it we inform them about the importance of the examination for them and for the school. We answer all the questions they might have in relation to the Exam. After that meeting we start posting flyers all around the school building announcing the dates and periods the NYSESLAT will be administered. Because Long-Term ELLs are the most reluctant to attend and sit for the sessions, our school devotes bigger efforts in getting them engaged. We create ideas to encourage students to attend the testing sessions and do their best. In addition, we ask content area teachers to motivate ESL students in their classes. All informational material is written in English and all of the other languages represented in the building.

2. The ESL department in combination with the PTA coordinator works with parents so that they can understand the different educational options the city has to offer. We schedule meetings in which the ESL staff presents the varieties and the options we offer in our school. When we get a new comer the PTA coordinator informs them of the meeting and works with them the date that is more convenient. Parents then are provided with the information and documentation necessary to make a thoughtful decision. All of the forms are available in English and/or the preferred language of the parents/tutors. Following State mandates, the informational meetings happen within the 10- day period after enrollment.

3. We have a set of forms downloaded from the NYC DOE Website resource center bank. They have been labeled to identify our school (letterhead, school info, etc). As pointed before, the forms are available in all languages available at the website.

Entitlement letters are sent out to parents as soon as they are ready. The parent coordinator (Ms. Mosquera) is in charge of making sure these reach their target as soon as possible. When parents are not able to complete the parents surveys and program selection forms during the time limits of the conference we allow them to take them home and complete and return the documents in a timely manner. We keep track of forms returned or pending by checking with the parents and/or students (who usually are the best delivery service to bring the forms back to school). Once parents have returned the Surveys and Program selection forms, these are stored in a secure place under the responsibility of the ESL coordinator.

4. LAB-R scores are used to place ELLs in the classes Appropriate for their language competence level. Placement is primarily based on LAB-R cut scores. We have had cases of students who back in their native countries were studying English (in language institutes) and scored at higher levels than what they were able to demonstrate in their initial interview, when this happens we determine to place them on the class that will offer them the best chances of succeeding—a students might score high intermediate and we could place him/her in a class closer to their performance level to monitor their progress until they reach comfortably and then join the more advanced group, this could take a couple of weeks, months, a semester). Before we make any decisions we let the parents know of our strategy and allow them the chance of taking responsibility for it. Normally, Mr. Duran, ESL coordinator, calls the parents to talk over the situation.

In addition, at the beginning of every school year and after we have received from the State Education Department the Spring NYSESLTA results (package) we supply the continue entitlement letters to the Parent Coordinator to send the letters to the addressees. Parents are informed that should they have any concerns they must not hesitate to contact the ESL or counseling departments.

5. In the last 4 years most of our ELL's parents have chosen the freestanding ESL option. We have had 13 selections for Freestanding ESL out of 15 parents. Of the other 2 choices, 1 decided to send the students back to their native country to finish high school (she just needed 3 more months to get high school diploma); the other parent made 2 choices (she had 2 students in school): one would stay with us and the other (a Special Education student) would be transferred to a school with a deep concentration on Special Ed. Documents related to parents' choices are kept in a safe place and a copy is supplied to the guidance department.

6. Due to the fact that we are not a bilingual school and we do not have a big- enough bilingual population, parents requests are aired through the prism of student's academic support. Parents are worried about their children not getting the appropriate education because they are new to the language. We offer them in-class as well as after class tutoring so that they can understand the material facilitated by the content teachers. We supply translation and other resources (push-in) so that they can satisfy the demands of content courses. If the number of ELLs who choose TBE reaches the amount mandated by the state (15 of the same linguistic group in two contiguous grades), at that point we will be willing to make the adaptations needed to align with parents' requests. Ms. Corporan, ESL counselor is in charge of reaching out to parents.

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="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | 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%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained Push-In | | | | | | | | | | 10 | 10 | 9 | 9 | 38 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 9 | 9 | 38 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 38 | Newcomers (ELLs receiving service 0-3 years) | 11 | Special Education | 11 |
| SIFE | 0 | ELLs receiving service 4-6 years | 8 | Long-Term (completed 6 years) | 21 |

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 | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 11 | 0 | 1 | 9 | 0 | 1 | 20 | 0 | 9 | 40 |
| Total | 11 | 0 | 1 | 9 | 0 | 1 | 20 | 0 | 9 | 40 |

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 | | | | | | | | | | | | | | 0 |
| 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 |

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 | | | | | | | | | | 8 | 7 | 8 | 14 | 37 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | 2 | 2 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | 1 | | | 1 |
| TOTAL | 0 | 8 | 8 | 8 | 16 | 40 |

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?

1. A. Our ESL instructional program is an amalgam of two models: self-contained and push-in. during the day our students receive the state mandated instructional minutes and later ESL teachers push-in into some of the classes where the students are having the most difficulty.

1. B. Classes reflect a homogeneous and ungraded approach. Students are placed according to their language proficiency as determined by previous state examinations and grade level. Grade levels do not affect their placement (unless under certain circumstances). This is very critical for beginners and intermediate ELLs, because they take 2 classes a day of ESL instruction in which one of the classes is the ELA credit. They do not take mainstream English with non-ESL teachers.

2. Students take freestanding ESL classes everyday. For beginners and intermediate students we offer a 90-minute block daily, while advanced students only receive one 45-minute period a day (That amounts to 225 minutes instructional minutes a week).

2. A. Beginner and intermediate classes are structured in the following manner:

One period of ELA: this class follows the standards of mainstream ELA classes. Literature exposure and analysis is their focus. Students learn to read literature in English in different literary genres (memoirs, poems, narratives, short stories, etc). ESL teachers, as their counter parts in the ELA department, work aligned with the ELA Core Curriculum Standards for NYSED. This is a helpful introduction to English language literature for students with language deficiencies. It is important because good students unfamiliar with the intricacies son the English language might feel overwhelmed by the content that is not filtered to fit their needs. They benefit from these classes without losing the rigorous academic background they will need in state exams and later in college. We use lectures, videos, group work, practices, etc, to convey instruction in a variety of formats to ensure students can take the most out of the experience.

One period of English Language Skills: content is based on student's need of grammatical structures as well as vocabulary building, listening for information, phonics, communicational skills, critical reading and writing, etc.

Instruction is delivered in English, however, should a student need intervention in his/her native language, ESL teachers can accommodate them. (If we are writing a poem and the student does not want to do it in English the teacher may allow him/her to do it in his/her native tongue and then encourage him/her to do something similar, in structure to the model).

3. All content area instruction is delivered in English. Some of our content area teachers are able to communicate in the native language of the students (mostly Spanish-speaking, except for 3 French-speaking students). Teachers use technological advancements to create multiple entry points that facilitate students understanding of the target content. Some of these tools include smart boards, computers (computer carts), video devices, etc. language glossaries with native language-English cognates are available for students in all content classes. Also translation tools such as dictionaries, translators, native language textbook copies, and other. Content teachers and the ESL department are in constant conversation looking up for solution to specific problems ELLs might be encountering in their respective classes. Our school has a number of foreign language textbooks in all content areas, except for ELA. Students can, under the supervision of ESL teachers, then use these resources to better understand the content facilitated by the content area instructor.

On the same vein, when students are facing challenges in any content area, teachers refer them to the ESL specialists who, in conjunction with the content facilitator, develops specific strategies to tackle the difficulties. Many times the ESL teacher translates teacher's assignments to the students and vice versa.

A. Programming and Scheduling Information

4. Being that ELLs are only challenged by the language barrier of the new culture and not by any cognitive disability, we understand the school must offer them the greatest chances of success. The ESL and counseling departments as well as the school Testing Coordinator work diligently to ensure that ELLs who are not yet confident in their mastery of the target language (English) can have their content area mastery evaluated through their native language (L1). This is true for all Regents exams, except ELA.

5. The following items are a description of our differentiated instruction approach:

5. A. SIFE students are assigned educational materials planned for the purpose of building the literacy and numeracy skills development they lack. The ESL department works with SIFE students in two different ways: a. training them in reading and writing through the implementation of the Read 180 Program (Scholastic) or targeted native language literacy instruction (Spanish or French); b. by coordinating, with Special Ed., teachers the creation of a personal differentiated plan to help the student reaching numeracy. HLR distributes these responsibilities among Special Ed. teachers with bilingual certification and experience and ESL teachers.

5. B. ELLs are exposed to a rich Academic English Language environment from the very first day they enter the classroom. During the first years they take language classes that target the learning and sharpening of the four areas of linguistic competence, they are: listening, speaking, reading, and writing. Opportunities for the improvement of these skills are the main purpose during these first years. As mentioned before, ELLs receive literary language instruction and practice from the start. This is very convenient because many new comers need to take the ELA Regents' Exam examination before they have accomplished a decent mastery of academic English language structures--due to NCLB regulations.

C. Students under this category receive one or two periods of discrete English language instruction daily. The content for this demographic group are designed to improve their writing and reading skills. Because most of the students at this level are proficient in the areas of speaking and listening, there is an emphasis on grammar and conventions as well as in critical reading and creative writing strategies.

D. Our plan for Long-term ELLs is partially similar to the one we follow for 4-6 years ELLs. It should be noted that students in this category come from two different experiences: some have been born and raised in the US, while the others, former new comers, have not been able to achieve academic language performance through the years. This aspect of the population impels us to take two different pathways. For the group that is proficient at least in listening and speaking we do the same as in section c (above). For the non-proficient group we follow the following adaptation: first we place them in a proficiency level that is close to theirs. Then, we follow in-class instructional differentiation.

E. ESL students with special needs are enrolled in one of our special Ed ESL classes. These are facilitated by Mr. Cardoza, a bilingual special Ed teacher who is a fluent speaker of Spanish—the language of most of our ESL students.

If Special Ed students are categorized as Long-Term we place them in our Read-180 program (Scholastic). Here they work in-group and individually to achieve the reading and writing skills they lack. The software as well as all the material (textbooks, leveled reading books, CD, colorful posters, etc), coupled by Mr. Cardoza's didactic expertise and energetic personality, enhances the learning experience and the motivation/engagement of students.

When Special Ed new comers we combine their programs so that they take some classes with the regular ESL students and some classes in program Read-180. Again, the use of visuals, differentiated documents/texts, and individualized instruction allows us to facilitate learning to all Special Ed ELL.

6. ELL-SWDs receive language skills related interventions. Mr. Dawson, our Special Ed push-in teacher, and Mr. Duran work in conjunction with content specialists to make sure that ELL-SWD receive the learning opportunities their disabilities demand. That includes, but is not restricted to extended time for assignments and tests. During their language skill classes ELL-SWDs are able to practice the language content and linguistic competences required o improve and succeed in the courses. The content and materials used during the development of their programs the same offered to mainstream students. The texts and materials are simplified to a language level which ELLs can use a platform to build their progress. This procedure is careful enough not to misrepresent the rich academic literature available in every content area. Furthermore, Teachers make good use of technological advancements such as computers and smart boards to facilitate the comprehension and fixation of academic content.

Nevertheless, teachers not only rely on these materials to accomplish their task. Our core classes emphasize the use of academic language through the curriculum and, therefore, at every level ELL-SWDs are being challenged to perform at their best. Reading, writing and speaking are elicited from students on a daily basis. They are given word translators (paperback) and Personal Vocabulary Notebooks to develop their academic content-related lexicon. In these notebooks teachers assign words related to their content for students to record, accompanied by their respective definitions, and keep for frequent retrieval.

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | Page 27 |
| 75% | |
| 50% | |
| 25% | |

A. Programming and Scheduling Information

side ELLs-SWD peers but most of their school day is spent in groups composed by regular education peers. Our supplemental resources (6th period tutoring, push-in, after-school individualized and generalized tutoring) allow them to enjoy the benefits of an unrestricted

B. Programming and Scheduling Information--Continued

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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?

8. Interventions in the area of Math ELA, Science and Social Studies:

B. Newcomers:

The ESL department monitors the development of students in all subject areas to locate possible difficulties. When students first arrive to the school they are encouraged to let teachers know if they have any problems understanding the content of the classes. We conduct regular meeting with counselors and content area teachers to track the progress of the ELLs. We provide constant feedback in their native language.

C. 4-6 year ELLs:

ESL staff monitors this group to be informed of the needs that have arisen as a result of the rigorous content of core subjects. Problems at this stage are sometimes easier to attack because the student already in possession of a decent level of language understanding and communication. The vast majority of the cases will be related to writing and reading comprehension deficiencies. All the information gathered from the conversation with mainstream teachers is used to direct part of the direct instruction provided through ESL classes and individual tutoring. We also use former ELL and advanced ELLs to mentor some of the most struggling peers.

D. Long-Term ELLs:

Though most LT-ELL share common difficulties with low performing mainstream students, there are certain techniques/strategies we can use from the mainstream teacher toolbox. These include vocabulary exercises, guided writing assignments during the ESL classes to help them cope with their problems. Most intervention is done out of the classroom to thus avoiding the perceived stigma of being labeled ESL. Conversations with core class teachers, again, drive our interventions during tutoring times.

9. Transitional ELL are supported in their ESL classes as during tutoring periods. It is important to note that we conduct tutoring periods during school and after school. So students have many options. There is a mentoring program put in place to assist all students and this includes ELLs. The ESL department is responsible for the mentoring of ESL students.

All ELLs and Former ELLs (after 2 years) receive 2 hours of extended time in all city and State Examinations and in all academic areas. We are also trying to implement this extension to Examinations such as SAT.

10. Next year we are planning to begin implementing a student/teaching ESL program. Through this program Advanced and high intermediate ESL students will be able to mentor and teach language Skill classes to lower level peers at different times during the school year. The students will be selected based on different criteria and they will serve in different areas based on their proficiency. For example a LT-ELL might not be able to teach a critical writing class but because of his experience in language conversation he is apt to facilitate a pronunciation and or conversational session. We hope this program will help us help the Long-Term ELL get acquainted with language skills and address and improve their own needs. The time served will be counted as service credit.

11. None.

12. Services offered by the school are for all students independently of what their classification is. Clubs, tutoring classes in core areas, trips and more are all open to the whole population of students. The ESL department works side by side with administration to facilitate the integration of all ESL students. There are, in addition, some programs that have been designed exclusively with ELLs in mind: ESL tutoring and the CHIC (Cultural Heritage Integration Club). This club seeks to integrate ESL student to the American experience by conversations activities, and trips.

13. Students have at their disposal a great deal of tools that range from text-based like encyclopedias, thesaurus, dictionaries, fiction and non-fiction books, to technological advancements. Most of our rooms are equipped with smart boards that our staff uses to enhance the communication of learning and promote the acquisition of experiences. Our ELLs have as well access to the computer lab. In the ESL resource room ELLs have a variety of educational support inventions: Projector, printer and computers (8 units) connected to the internet

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14. Once our students have achieved intermediate proficiency we encourage them to use their native language sparingly. They understand

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14. Once our students have achieved intermediate proficiency we encourage them to use their native language sparingly. They understand that their language is valuable, however in their situation the preferred method of communication should be the target language (English in

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

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

Science:

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. The ESL staff that facilitates ELLs' language instruction in our school is highly trained. Also, as a continuous learning process they are involved in professional development activities not only within the school building but at other locations. They attend periodical workshops promoted and organized through the network, the office of English Language Learners (OELL) and other citywide organizations and/or departments.

2. The Guidance staff provides support to our ELL students through their seminars, small groups and individual meetings with students and/or staff. Also, we have started to implement a mentoring program that seeks to engage students in academic school life. These mentorships are conducted within grades. ELLs enjoy the comfort of mentors who can empathize with them. Beginners and low-intermediate students are assigned to ESL teachers/mentors.

3. All staff members are scheduled to attend regular staff development sessions in which ELL matters are discussed. School-aids are informed about the specific social needs of ELLs and how they can help the school support this at-risk population. Secretaries, nurses, psychologists, Parent Coordinator, among others, are trained to help ELLs by creating an atmosphere of respect and support where they experience a sense of belonging. They are all trained to advance a positive attitude towards the characteristics of a proficient performer in the making.

The ESL Coordinator or academic official responsible for the training session designs activities that will capture the interest and engagement of staff members. Some of these activities include: a teacher modeling the teaching of a content lesson in a foreign language (unknown to most mainstream teachers so that teachers experience some of the challenges our ELLs face daily; Jigsaw puzzle activities in which teachers are divided into groups and then are given a portion of information related to ELLs and/or ELL-SWD and then the groups are restructured so that the new groups contain a member from each previous group. At this point staff members become expositors of the information they had already discussed.

At every ELL staff development meeting teachers sign attendance forms that are stored for compliance purposes. The forms are kept in the ESL Resource Center and the corresponding academic office. The time is added at the end of the semester to keep track of the time devoted to this specific training.

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?

1. Parents attend meetings where the development of their children is evidenced. In these meetings they are provided with translation in their mother tongue. Also we encourage parents to participate in social integration events that we host throughout the year. The month of October is witness to our Cultural Encounter Night (Around Columbus day). Parents, students, and staff come together to celebrate the great reunion of races that is NYC.

In December, we have all ELL's families join us in a special ESL night. Here parents enjoy food from the different parts of the world represented in the student body (Ecuador, Mexico, Dominican Republic, Puerto Rico, Honduras, Ghana, Senegal, New Guinea, and others) and have their children present poems, songs, etc. The school administration and the staff join to celebrate cultural integration.

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2. With our partnership with Children's Aid Society, the school offers a variety of services for our ELL students and their families.

3. We regularly send communications to our ELL's parents to let them know about the things that are happening at school. We encourage them to be part of the activities and send them special invitations for special events (like the ones described above). The needs of parents are usually evaluated by having parents complete interest/needs surveys. For example, this semester we have started an ESL Institute for Parents of ELL. The new program is a response to requests from parents who stated that they needed to be able to communicate in English to give their children better support. The ESL department already presented a proposal for the design and format of the program that runs 2 hours a day, two days a week. Parents are motivated. Eight parents have already their participation and we are sure that more will be taking part in it.

4. Parents are not necessarily aware of all their needs. Remember that many of them come from underdeveloped countries where education did not offer all the possibilities they are offered here. Our approach is to satisfy the needs of the parents but at the same time creating in them the sense of higher demands and expectations from their students and the school. All the programs and activities we program are designed to collaborate with parents on their day-to-day life and how to cope with teenagers' needs.

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 |

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| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | |
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| 25% | |
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| 100% | |
| 75% | |

B. Programming and Scheduling Information--Continued

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C. 4-6 year ELLs:

ESL staff monitors this group to be informed of the needs that have arisen as a result of the rigorous content of core subjects. Problems at his stage are sometimes easier to attack because the student already in possession of a decent level of language understanding and communication. The vast majority of the cases will be related to writing and reading comprehension deficiencies. All the information gathered from the conversation with mainstream teachers is used to direct part of the direct instruction provided through ESL classes and individual tutoring. We also use former ELL and advanced ELLs to mentor some of the most struggling peers.

D. Long-Term ELLs:

Though most LT-ELL share common difficulties with low performing mainstream students, there are certain techniques/strategies we can use from the mainstream teacher toolbox. These include vocabulary exercises, guided writing assignments during the ESL classes to help them cope with their problems. Most intervention is done out of the classroom to thus avoiding the perceived stigma of being labeled ESL. Conversations with core class teachers, again, drive our interventions during tutoring times.

9. Transitional ELL are supported in their ESL classes as during tutoring periods. It is important to note that we conduct tutoring periods during school and after school. So students have many options. There is a mentoring program put in place to assist all students and this includes ELLs. The ESL department is responsible for the mentoring of ESL students.

All ELLs and Former ELLs (after 2 years) receive 2 hours of extended time in all city and State Examinations and in all academic areas. We are also trying to implement this extension to Examinations such as SAT.

10. Next year we are planning to begin implementing a student/teaching ESL program. Through this program Advanced and high intermediate ESL students will be able to mentor and teach language Skill classes to lower level peers at different times during the school year. The students will be selected based on different criteria and they will serve in different areas based on their proficiency. For example a LT-ELL might not be able to teach a critical writing class but because of his experience in language conversation he is apt to facilitate a pronunciation and or conversational session. We hope this program will help us help the Long-Term ELL get acquainted with language skills and address and improve their own needs. The time served will be counted as service credit.

11. None.

12. Services offered by the school are for all students independently of what they classification is. Clubs, tutoring classes in core areas, trips and more are all open to the whole population of students. The ESL department works side by side with administration to facilitate the integration of all ESL students. There are, in addition, some programs that have been designed exclusively with ELLs in mind: ESL tutoring and the CHIC (Cultural Heritage Integration Club). This club seeks to integrate ESL student to the American experience by conversations activities, and trips.

13. Students have at their disposal a great deal of tools that range from text-based like encyclopedias, thesaurus, dictionaries, fiction and non-fiction books, to technological advancements. Most of our rooms are equipped with smart boards that our staff uses to enhance the communication of learning and promote the acquisition of experiences. Our ELLs have as well access to the computer lab. In the ESL resource room ELLs have a variety of educational support inventions: Projector, printer and computers (8 units) connected to the internet 24/7, language programs such as Achieve 3000 and Rosetta Stone English, levels 1 and 2.

14. Once our students have achieved intermediate proficiency we encourage them to use their native language sparingly. They understand

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?

8. Interventions in the area of Math ELA, Science and Social Studies:

B. Newcomers:

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14. Once our students have achieved intermediate proficiency we encourage them to use their native language sparingly. They understand that their language is valuable, however in their situation the preferred method of communication should be the target language (English in

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. The ESL staff that facilitates ELLs' language instruction in our school is highly trained. Also, as a continuous learning process they are involved in professional development activities not only within the school building but at other locations. They attend periodical workshops promoted and organized through the network, the office of English Language Learners (OELL) and other citywide organizations and/or departments.

2. The Guidance staff provides support to our ELL students through their seminars, small groups and individual meetings with students and/or staff. Also, we have started to implement a mentoring program that seeks to engage students in academic school life. These mentorships are conducted within grades. ELLs enjoy the comfort of mentors who can empathize with them. Beginners and low-intermediate students are assigned to ESL teachers/mentors.

3. All staff members are scheduled to attend regular staff development sessions in which ELL matters are discussed. School-aids are informed about the specific social needs of ELLs and how they can help the school support this at-risk population. Secretaries, nurses, psychologists, Parent Coordinator, among others, are trained to help ELLs by creating an atmosphere of respect and support where they experience a sense of belonging. They are all trained to advance a positive attitude towards the characteristics of a proficient performer in the making.

The ESL Coordinator or academic official responsible for the training session designs activities that will capture the interest and engagement of staff members. Some of these activities include: a teacher modeling the teaching of a content lesson in a foreign language (unknown to most mainstream teachers so that teachers experience some of the challenges our ELLs face daily; Jigsaw puzzle activities in which teachers are divided into groups and then are given a portion of information related to ELLs and/or ELL-SWD and then the groups are restructured so that the new groups contain a member from each previous group. At this point staff members become expositors of the information they had already discussed.

At every ELL staff development meeting teachers sign attendance forms that are stored for compliance purposes. The forms are kept in the ESL Resource Center and the corresponding academic office. The time is added at the end of the semester to keep track of the time devoted to this specific training.

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?

1. Parents attend meetings where the development of their children is evidenced. In these meetings they are provided with translation in their mother tongue. Also we encourage parents to participate in social integration events that we host throughout the year. The month of October is witness to our Cultural Encounter Night (Around Columbus day). Parents, students, and staff come together to celebrate the great reunion of races that is NYC.

In December, we have all ELL's families join us in a special ESL night. Here parents enjoy food from the different parts of the world represented in the student body (Ecuador, Mexico, Dominican Republic, Puerto Rico, Honduras, Ghana, Senegal, New Guinea, and others) and have their children present poems, songs, etc. The school administration and the staff join to celebrate cultural integration.

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2. With our partnership with Children's Aid Society, the school offers a variety of services for our ELL students and their families.

3. We regularly send communications to our ELL's parents to let them know about the things that are happening at school. We encourage them to be part of the activities and send them special invitations for special events (like the ones described above). The needs of parents are usually evaluated by having parents complete interest/needs surveys. For example, this semester we have started an ESL Institute for Parents of ELL. The new program is a response to requests from parents who stated that they needed to be able to communicate in English to give their children better support. The ESL department already presented a proposal for the design and format of the program that runs 2 hours a day, two days a week. Parents are motivated. Eight parents have already their participation and we are sure that more will be taking part in it.

4. Parents are not necessarily aware of all their needs. Remember that many of them come from underdeveloped countries where education did not offer all the possibilities they are offered here. Our approach is to satisfy the needs of the parents but at the same time creating in them the sense of higher demands and expectations from their students and the school. All the programs and activities we program are designed to collaborate with parents on their day-to-day life and how to cope with teenagers' needs.

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) | | | | | | | | | | | 2 | 1 | 0 | 3 |
| Intermediate(I) | | | | | | | | | | | 4 | 4 | 9 | 17 |
| Advanced (A) | | | | | | | | | | | | 3 | 6 | 9 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 15 | 29 |

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

NYSESLAT Modality Analysis

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

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 | 3 | | 2 | |
| Integrated Algebra | 9 | | 3 | 2 |
| Geometry | 1 | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 4 | | 2 | |
| Physics | | | | |
| Global History and Geography | 8 | 2 | | 2 |
| US History and Government | 1 | 2 | | 2 |
| Foreign Language | 2 | | | 2 |
| 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.

- Presently our school is reviewing the different facts about the variety of options present on the market. We want to make a intelligent decision.
- It is evident that students some students are not moving along, it is, they have remained in the same level for some time. That is the case of advanced students. Some students who in past sessions scored advanced now appear as intermediate (2 students). Some beginners have remained in that status after 2 years of instruction (2 students). The intermediate proficiency level is the level where our students are remain

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

| School Name: Holcombe L. Rucker High School | | School DBN: 08X332 | |
|---|----------------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Sharif Rucker | Principal | | 11/1/11 |
| Charlette Pope | Assistant Principal | | 11/1/11 |
| Monica Mosquera | Parent Coordinator | | 11/1/11 |
| Jesus Duran | ESL Teacher | | 11/1/11 |
| | Parent | | 11/1/11 |
| Chanemia Singleton | Teacher/Subject Area | | 11/1/11 |
| | Teacher/Subject Area | | 11/1/11 |
| | Coach | | 11/1/11 |
| | Coach | | 11/1/11 |
| Doris Corporan | Guidance Counselor | | 11/1/11 |
| Ben Soccodato | Network Leader | | 11/1/11 |
| Jose Cardoza | Other <u>Special Ed. Teacher</u> | | 11/1/11 |
| | Other | | 11/1/11 |
| | Other | | 11/1/11 |
| | Other | | 11/1/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X332 **School Name:** Holcombe L. Rucker School H.S.

Cluster: 532 **Network:** CEI-PEA

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 ethnic census report dictates our interpretation needs. During orientation, Parent Teacher Conference, Mentorship, parent outreach calls and quarterly voice messaging parents are asked to fill out or update their child's emergency contact card which has information about parents' preferred language of communication. All updates are entered into ATS.

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.

According to the census report and emergency contact cards our school is comprised of 157 Hispanic families and 127 Black families. Our interpretation needs are to have all written correspondances translated into Spanish. Translators are on -site for major schoolwide events. Posters, school wide calendar, Jupiter Grades -online grading system, voice messaging are always translated into spanish.

Part B: Strategies and Activities

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

Critical written school documents, correspondence, parent handbook and flyers are translated by the school's Parent Coordinator so that all important documents are sent home. The translated document(s) is then reviewed by one of our native-speaking teachers/staff and finally approved by the Principal. Specific School wide correspondences are printed directly from the Department of Education websites which ensures timely delivery.

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 schools oral interpretation needs are met by the Parent Coordinator and other bilingual staff and teachers. For school wide events such as award ceremonies, orientation, parent teacher conferences and graduation are provided by either the Parent Coordinator or interpreter through translation services.

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 school fulfills section VII of the Chancellor's Regulations regarding parental notification requirements for translation and interpretation services by providing parents a copy of the parent bill of rights during orientation and in the parent handbook. Parents are welcomed with a multilingual welcome poster indicating parents availability of language services. The school can access translated versions of of the parents bill of rights from the schools website.

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: Holcombe L. Rucker | DBN: 08X332 |
| Cluster Leader: 532 | Network Leader: Benjamin Soccodato |
| This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other: |
| Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12 |
| Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2 |

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: Our instructional program encompasses varying levels of academic language competence that foster the whole development of the students. All students take the content areas classes required by their grade level. They interact with mainstream students within the traditional classroom in all cases besides ELA so that they can be paired up with language skilled classmates who give them emotional and academic support. This allows the 40 ELLs in our population to receive academic training in a very integral manner. The content area is delivered primarily in English, however, the native language of the students (Spanish and/or French) is also used as a way to activate background knowledge and encourage participation. Classes use language appropriate textbooks by grade level and are supplemented by graded-reading books, dictionaries/translators, and other resources. Beginner and Intermediate ELL students have a block period of ELA instruction in self contained classrooms. Advanced ELL students have one period of literacy support but are enrolled in general education ELA classes as well.

All of our courses are facilitated by NYSED certified teachers who are backed up by NYSED certified ESL and/or Bilingual specialists (1). Technology is an important element of this brand new program we are implementing. Most of our classrooms are equipped with the latest technological tools used in contemporary educational settings, thus video, audio and other multimedia resources can be used to enhance learning. Our ELL classroom is equipped with computers for student use during class. Our ELL instructor also has access to our computer lab where students are able to engage in Castle Learning, Aventa and Achieve 3000 (online content area support), encyclopedias, and other learning software.

All the ELLs on our roster are serviced as per NYSED mandates. We make sure our data is synchronized with ARIS, LAB-R, and ATS databases. As a result, we consistently monitor our ELL's information in order to be able to track their active development. An active supervisory process makes this connection possible. The supervisory team includes administrators, counselors, the ESL coordinator, and teachers. Regular meetings between ESL teachers, content area teachers, counselors and administrators promote consistent strategizing to support our students. The supervision process starts with inter-visitations and then moves to higher stages of assessment.

Additional Supports include:

1. Purchase of library resources including varied text, desktop computers and language software's to facilitate differentiated non-fiction and fictional literacy lessons.
2. The purchase of technology with the use of the I-Zone grant, whereby students will have access to Kindles, on-line bilingual resources and literature. The use of laptops for access to the internet while

Part B: Direct Instruction Supplemental Program Information

facilitating at home assignments.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELL's participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Peer Tutoring Services, Saturday Academies, etc.).

During the instructional day, students undergo a challenging and rigorous academic process that is designed to help them achieve full college readiness at the end of their stay. ELA, math, and all other content areas open windows of opportunity for the balanced development of literacy skills and critical thinking strategies. ELLs are not isolated from such an innovative approach. Instead of placement in lower level content classes, they enjoy equal opportunities of instruction and development as mainstream students do. The ESL program is proud to sponsor a combination of powerful teaching methods and content with ELL support. Individualized ESL attention and ESL/mainstream group work creates the conditions for nurturing the differentiated and social needs of the pupils. ELL's receive extended support through a continuous ESL after-school tutoring program. Here they find a broad array of options that go from mainstream content area coaching to detailed assistance for content area material in their native language, if needed. Tutoring covers a wide range of practices that can include, but is not restricted to homework assistance, ESL skills practice, literacy skills, research assistance and assignment completion. This is designed and coordinated by ESL facilitators and content area teachers who are sensitive enough to understand the multicultural needs of ELLs.

The extended day program is designed to supplement the instructional day program. In addition to using AVENTA software for literacy and numeracy supports, the beginner, intermediate and advanced ELL's engage in on-line RCT and Regents prep in Mathematics, Science, English and Social Studies. Students are able to interact with a virtual program that adapts to the varied modalities of learning. For example there are audio, visual and tactile supports to engage the students at their cognitive levels of development. These after school services are offered Tuesday-Thursday, from 3:30pm to 5:00pm and on the AVENTA lab is also available to the ELL students on Saturdays from 9:00am to 1:30pm. Students are assigned differentiated on-line tasks based on their demonstrated compensates in Social Studies, Science, English and Mathematics.

In addition to academic support services provided to the ELL students, we have an established Heritage Club, whereby students attend seasonal baseball games, cultural fine dining experiences and attend seminars that affect their lives.

Addition Supports:

1. Initiation of Academic Intervention Services-Spring Semester course offerings at risk on-line services for ELL students, utilizing AVENTA software.
2. Educational partnerships through CAS-Children's Aid Society and SES-Supplemental Educational Services-ELL students to receive tutorial services and parent supports through CAS and SES programs.

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: The following activities listed below are professional development activities planned for the 2011-2012 school year:

These new initiatives include:

1. Our two ELL teachers provide professional development for the teaching Staff on best practices for working with ELL students during our whole staff PDs. These PD sessions take place every other month during our designated school-wide PD time on Fridays.
2. ELL teachers are encouraged to engage in professional development opportunities with the network, region and/or other other side sources on a monthly basis.
3. ELL teachers meet weekly with teachers in various content areas and across grades to develop curriculum and inter-disciplinary projects for ELL students.

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

Begin description here: The following activities listed below are parent /community involvement activities planned for the 2011-2012 school year:

- a. PTA meetings will be held at different locations within the community. Upcoming Parent Association meeting /Poetry night will be held at our local book store. Additional workshops to be held are: a two part series on Wellness, which encompasses the whole individual (mentally, physically and emotionally). Parent funds will be used to host in school workshops with a bilingual family therapist, yoga/dance instructor. Food stipends will be distributed for the first ten parents to Fairway supermarket for their attendance/participation.
- b. Bilingual college workshops, scholarship consultant and affordable technology workshops. Parents will be able to purchase laptops and desktops at an affordable rate and speak with a bilingual consultant to obtain the maximum financial assistance to pursue post secondary education. For

Part D: Parental Engagement Activities

Example: The Parent Coordinator will collaborate with the guidance department to host a financial aid (FAFA) workshop for parents.

c. Hosting of the annual Awards Ceremony. On this day we will honor teachers/staff and parents for their dedication and true commitment to the school community. There will be bilingual translations available for this event.

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 | | |