



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOHN F. KENNEDY HIGH SCHOOL

DBN 10x475

PRINCIPAL: LISA LUFT EMAIL: LLUFT@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARON STAPLE

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
Lisa Luft	*Principal or Designee	
Richard Andino	*UFT Chapter Leader or Designee	
Catina Rollins	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Nafi Cisse Natalie Kwalogue Jackaline Nuller	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Magaly Hicks	Member/	
Iris Broomfield	Member/	
	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

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

Annual Goal #1

To improve teaching and learning within the content area subjects by providing professional development to teachers within classrooms and nested learning communities. This will be measured by an increase of 5% in the scholarship rate of 10th graders.

Comprehensive needs assessment

Student passing percentages on Regents examinations was 59.63% which is far below what the state mandates. In essence, a need to progress in this area of weakness is warranted.

Instructional strategies/activities

- Teachers will receive professional development addressing the Danielson rubric and/or traditional feedback through a post-observation conference and 5 morning professional development (PD) sessions
- Provide teachers with PD allowing them to self-assess performance based on the Danielson rubric and additional feedback.
- Principal and Assistant Principal will set up a schedule for observations.
- Principal and Assistant Principals will provide timely feedback to teachers regarding observations.

Strategies to increase parental involvement

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:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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;
- 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;
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<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none"> Recruit from highly recommended teacher training programs, utilize NYDDOE Human resources outreach and, attend teacher recruitment fairs.
<p>Service and program coordination</p> <ul style="list-style-type: none"> Through cycles of observations, with rubrics and meaningful feedback, teachers will improve their pedagogy, consistently revise curriculum, and strengthen lesson planning as outlined with the Danielson Professional Development, thereby improving student outcomes at each grade level.
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> Professional Development is supported under the following budget areas: Title I: \$131,717, School Success Grant: \$30,700. Areas of support include release time from class, educational staff developers, conferences/workshops, and professional materials.

ANNUAL GOAL #2 AND ACTION PLAN

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

<p>Annual Goal #2</p> <p>English Language Learner Students will listen, speak, read and write in English for information and understanding with increased acquisitions and fluency to master academic content for the 2011/2012 school year. This will be measured by an increase on the NYSLAT LAB from 3.7 to 8.7 per cent.</p>
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> State and local data indicated that many of these students were not performing in alignment with their peers.
<p>Instructional strategies/activities</p> <ul style="list-style-type: none"> Creative programming to suit student academic needs Professional Development for teachers year round Case Conferencing one time per week On going assessments

- Teacher and guidance counselor generated reports
- On going student feedback.

Strategies to increase parental involvement

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;
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

Recruit from highly recommended teacher training programs, utilize NYDDOE Human resources outreach and, attend teacher recruitment fairs

Service and program coordination

- Parent/teacher conferences
- Parent orientation meetings for English Language Learners and /or Students with Disabilities

- Academic enrichment programs after school and Saturday academies
- Use of technology, i.e., Castle learning, Achieve3000 and Rosetta Stone for families
- Parent Association monthly meetings with guest speakers
- Providing written and verbal reports of progress periodically to keep parents informed
- Ensuring that parents have interpretation services in order to communicate with staff and faculty
- Planning activities during the school day to encourage parent participation, e.g., guest speakers

Budget and resources alignment

- ELL students are supported under the Title I ELL program using \$18,589 for after school enrichment classes and \$21,411 for educational software, supplies and trips. ELL students are also supported using Title I SWP funds to reduce class size, \$797,972, provide professional development, \$104,667, and purchase educational supplies, \$243,998. Title III LEP funds are used for enrichment classes, \$13,000, staff development, \$6,000, parent involvement, \$6,770, and educational supplies, \$6,890.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

In order to promote credit accumulation in grade 10; multiple supports and opportunities will be provided to ensure that students earn 10 credits within the school year increasing students earning 10 credits in the 10th grade from 52.3% to 54.3% as reflected on the progress report.

Comprehensive needs assessment

Too many students were not accumulating the 10 or more credit goal which led to our inability to make state AYP targets on the previous year's state report card.

Instructional strategies/activities

- Provide Professional development to staff
 - AUSSIE – English and Math
 - Staff development days
- Morning Professional Development
 - 20 days
 - Content Teams
- Inquiry Teams
 - 5 days
 - Evaluate student work
- Sophomores' mastery on Global History essay questions

Strategies to increase parental involvement

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;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

Strategies for attracting Highly Qualified Teachers (HQT)

Recruit from highly recommended teacher training programs, utilize NYDDOE Human resources outreach and, attend teacher recruitment fairs.

Service and program coordination

- Parent Association monthly meetings with guest speakers
- Providing written and verbal reports of progress periodically to keep parents informed
- Ensuring that parents have interpretation services in order to communicate with staff and faculty
- Planning activities during the school day to encourage parent participation, e.g., guest speakers
- Providing written and verbal reports of progress periodically to keep parents informed of the child's IEP goals
- Ensuring that parents have interpretation services in order to communicate with staff and faculty
- Planning activities during the school day to encourage parent participation, e.g., guest speakers
- Academic enrichment programs after school and Saturday academies

Budget and resources alignment

- \$120,402 from the Title I SWP funds are used to support the AUSSIE staff development.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

In order to increase student attendance by 5%, we will improve home-school relationships in support of students' educational and social emotional needs.

Comprehensive needs assessment

The need that generated this goal was the Idea law. With this in mind, we will work as a team with all stake holders to ensure that these groups of students are prepared to work, socialize and attend school in the real world.

Instructional strategies/activities

- Assistant Principal Barbara Roman will conduct weekly meetings to reinforce, support and improve differentiated instruction and for Gen Ed and ESL staff who support special needs students
- Achieve 3000 software support provided with in the class room instruction \$10,106
 - Differentiated instruction web-based literacy instruction proven to increase reading comprehension, fluency, vocabulary and writing proficiency for students. Teaches students one-on-one at their level
- Ed Para support
- Advisory Class
 - Guidance counselor support
- Update student programs
- Update student IEP's
- Special Ed scholarship reports
- Student Attendance
- Guidance counselor reports
- Teacher reports
- Student feedback
- Daily advisory support by teachers and counselors

Strategies to increase parental involvement

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;
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

Recruit from highly recommended teacher training programs, utilize NYDDOE Human resources outreach and, attend teacher recruitment fairs.

Service and program coordination

- Parent Association monthly meetings with guest speakers
- Providing written and verbal reports of progress periodically to keep parents informed
- Ensuring that parents have interpretation services in order to communicate with staff and faculty
- Planning activities during the school day to encourage parent participation, e.g., guest speakers

- Providing written and verbal reports of progress periodically to keep parents informed of the child's IEP goals
- Ensuring that parents have interpretation services in order to communicate with staff and faculty
- Planning activities during the school day to encourage parent participation, e.g., guest speakers
- Academic enrichment programs after school and Saturday academies

Budget and resources alignment

- Educational software funds, \$10,106 from Title I ELL. The Educational Para is funded by \$1160 from 21st Century funds, \$8000 from Title I SWP, and \$2000 from Fair Student Funding.

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	62	62	62	62	62	0	8	0
10	264	264	264	264	90	3	52	1
11	196	196	196	196	72	0	36	0
12	201	201	201	201	35	0	8	1

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	After School Enrichment Programs : KEEP Extended Day Credit Recovery Saturday Academy Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep – Extended Year Castle Learning , Sports and Arts , SES		
Mathematics	After School Enrichment Programs: KEEP Extended Day Credit Recovery Saturday Academy Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep – Extended Year Castle Learning , Sports and Arts , SES		
Science	After School Enrichment Programs- KEEP Extended Day Credit Recovery Saturday Academy Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep – Extended Year Castle Learning , Sports and Arts , SES		
Social Studies	After School Enrichment Programs :KEEP Extended Day Credit Recovery Saturday Academy Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep – Extended Year Castle Learning , Sports and Arts , SES		
At-risk Services provided by the Guidance Counselor	Academic Counseling Post Secondary Counseling Group Guidance Sessions Individual Guidance Sessions United Way /YES Program counseling services Group Counseling Sessions	Parent Conferences Alternate Placement Referrals Crisis Intervention Counseling Drug Intervention/Prevention Counseling Parent Workshops	Family Counseling RAPP Counseling College Counseling

At-risk Services provided by the School Psychologist	Annual Reviews Triennial Crisis Counseling
At-risk Services provided by the Social Worker	Individual Counseling for 40 minute blocks of time as needed for 6 week blocks, or longer as determined necessary
At-risk Health-related Services	RAPP Program – Kingsbridge Mental health Clinic- Young Men’s Clinic – Planned Parenthood Health Fairs , Health Workshops , HIV/STD’s Assembly Condom Distribution Workshops , Dr. OZ workshops, Teen Iron Chef

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.

II. 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;

III. 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;

IV. 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10x475 **School Name:** John F. Kennedy High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Areas identified as in need of improvement:

- Low performance of students, including ELL and Special Education students, on the New York State Regents exam in English.
- Low performance of students, including ELL and Special Education students, on the New York State Regents exam in Social Studies.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Interventions implemented to address the areas identified as in need of improvement:

- Creative programming to suit student academic needs
- Professional Development for teachers year round
- Case Conferencing one time per week
- Teacher and guidance counselor generated reports
- Academic enrichment programs after school, Saturday academies, and holiday tutoring.
- Use of technology, i.e., Castle learning, Achieve3000 and Rosetta Stone for families

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The staff development Title I funds help support the following activities:

- Teachers will receive professional development addressing the Danielson rubric and/or traditional feedback through a post-observation conference and 5 morning professional development (PD) sessions
- Provide Professional development using AUSSIE for English and Math

- Morning Professional Development
- Inquiry Teams to study Sophomores' mastery on Global History essay questions
- Provide teachers with PD allowing them to self-assess performance based on the Danielson rubric and additional feedback.
- Principal and Assistant Principal observations and timely feedback.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher mentoring program for new teachers uses staff developers from AUSSIE.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Our school notified parents using the following:

- Written letters mailed to the homes and carried by students.
- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year to inform the parents in person.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

**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 Jose Ruiz	District 10	Borough Bronx	School Number 475
School Name John F. Kennedy High School			

B. Language Allocation Policy Team Composition

Principal Lisa Luft	Assistant Principal Barbara Roman
Coach Robyn Coleston, AUSSIE, ESL	Coach Martin Wilson, AUSSIE (Math)
ESL Teacher Patrick Cooper	Guidance Counselor Lucia Dominguez, bilingual
Teacher/Subject Area Nevia Pupazan, ESL	Parent Catina Rollins
Teacher/Subject Area Jorge Chan, Spanish	Parent Coordinator n/a
Related Service Provider Manuel Padilla, bilingual	Other Lucy Padilla, Family Worker
Network Leader Steven Chernigoff	Other Elsy Martinez, Bil Psychologis

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

D. School Demographics

Total number of students in school	724	Total Number of ELLs	164	ELLs as share of total student population (%)	22.65%
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Part II: ELL Identification Process

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

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

Pupil Accounting Secretary Linda Dejesus, processes over the counter and newly admitted students with parents, begins the cumulative folders and verifies demographical information. Students and parents are then directed to the ESL office, where Frances Bonilla, clerical paraprofessional, bilingual in Spanish, along with a designated ESL Teacher, Patrick Cooper, bilingual in Spanish, or an assigned pedagogue (specific periods of instruction), begin the next steps. The pedagogues are as follows: Patrick Cooper, ESL(Spanish), Nevia Pupazan, ESL(Spanish), A. Lugo, Spanish Teacher(Spanish), and/or J. Chan, Spanish Teacher (Spanish).
Verification of home language survey (HLIS)

- If the student has a home language survey in place within the system, the student's status is verified and the student is then directed to the medical office for immunization records.
- Upon completion, student and parent meet with the appointed bilingual school guidance counselor, L. Dominguez, to be programmed according to grade level and academic needs.

When the student is determined to be new to the NYC school system, the following steps are conducted for the initial screening:

- Home Language Survey (HLIS) with parent and student upon arrival from over the counter office.
- Parent views video and has an opportunity to ask questions and clarification as needed.
- Informal interview is conducted in native language and in English with the student, with a determination made for SIFE (Student with Interrupted Formal Education) Status determined, if unknown. (All of the above steps are completed by licensed pedagogues and translation, if needed, is provided). Parent Option letter is explained and parents make appropriate option for their student's instruction. Option documents are kept in student's file in ESL office. A running record is kept in binder format.
- LAB-R is given. The LAB-R Native Language test is only for Spanish speaking students.

The results are hand-scored, prior to being delivered to the Regional office on the appropriate dates determined by central office. Scored results are checked in ATS as they are made available and cut scores are entered into the computer, adding a column to the ATS RNMR report for reference purposes.

- The level of ESL services needed is determined and the student is programmed appropriately with their guidance counselor. All of these steps are generally completed upon student's arrival. If there are missing or needed documents, the student and parents return within the 10 days, in order to complete the ELL identification process of initial enrollment, as per CR 154.

The process outreach plans and timelines are as follows:

The initial screening and interviewing process is completed during the student's first visit. If immunizations are incomplete or if parents are not present, an appointment is made as soon as possible in order to process the documentation required.

Parent choice is explained during the interview/screening process and when given home language surveys. Parents are explicitly given choice without prompting by school personnel, as listed above with licensed pedagogues. Parent choices include;

TBE (Transitional bilingual education)

DL (Dual language)

Free-Standing ESL (English as a Second Language)

Parent(s) and/or Guardian(s) are instructed to select using numerical guides for Selection #1, #2 and #3. If the parent selects as their first choice, TBE or DL, they are informed that John F. Kennedy High School does not offer their selection. The child's name will be listed until joined by 20 students in one grade level. At that time, according to CR-154, a TBE class will be created to address the parent's choice. During the interim time, until such class can be created, parents are informed their child will be receiving instruction through free-standing ESL classes. Letters are handed to the parent at this time (in both English and Spanish). If the parent takes the letter home to be completed, follow up is conducted with the bilingual family workers assigned to each small learning community, as well as with attendance office aides, in order to ensure the timely return of the needed documents. Once the documents are received by the family workers, guidance counselor and/or Assistant Principal, the documents are delivered to the ESL office so that they can be reviewed and placed in the appropriate student's file. A binder is also kept with a copy of each student's parent choice letter in the ESL office. In addition, parents are informed at this time about evening parent classes as well as Saturday programs that support their own learning as well as their students' learning provided by New Immigrants Welcome Center located formerly on JFK Campus, now located in Castle Hill, Bronx.

Our school's parent association is introduced at this time, prior to the processes being completed. They are encouraged to join and become active members. The parent association meets monthly and hosts guest speakers to include a variety of topics of interest. Parents are encouraged to complete surveys on topics of interest to welcome them into the school's community of learners. Parent outreach is also a priority with designated bilingual family workers to make phone contact and ensure the delivery of mailed documents as they are made available.

Criteria/procedures for student placement:

Student placement review and screening process has been completed. As stated, the letter of parent choice is reviewed. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10* 11* 12* Check all that apply. Ms. Dominguez, Bilingual School guidance counselor is trained in correct placement procedures. Ms. Dominguez meets with parents and student, reviews the documents, explains the student schedule/program the student receives. She distributes information on Student Graduation Requirements for all students attending New York City High Schools and reviews with the student and family how this goal will be accomplished. She introduces the parents and student to the teachers on the schedule and makes the student welcome by accompanying him/her to their classrooms on their first day of classes. Teachers hold case conferencing on Wednesdays within their small learning communities and in doing so, ensure that all teachers/staff are aware of a new student's arrival and the case conference will segue into a meaningful way to communicate among staff, with parents and certainly with students.

Entitlement letters are mailed home to the parent from the ESL office by Mr. Cooper and Ms. Bonilla. Copies of the letters are kept in each student's file and the information is entered into a spreadsheet to maintain the tally for parent's selection. At the beginning of each school year, entitlement letters are mailed home, in both English and Spanish, with a copy of the letters placed in the student files, housed in the ESL office. This system allows easy access to find the documents at any time for reference. The spreadsheet is continuously updated and kept on file in the ESL office.

For the past 3 years, the trend has reflected less than 20 parents selecting a TBE program as their first choice. The students are in various grade levels from grades 9, 10 and 11. The monitoring process is ongoing and will follow compliance guidelines. Completed surveys are kept in individual student files as well as in a binder kept according to grade level. This binder is a reference guide which is closely monitored as students arrive and pages are added. The administration can access this binder at any time in the ESL office. Yearly BESIS reports are also completed to review the status of parent options and student services being accurately and successfully implemented.

Last school year (2010-2011) it was determined that John F. Kennedy High School will enter a phase-out closure. To that end, school administration is taking the necessary steps to ensure proper implementation of ELL services. To date, all parent option letters are being met. The necessary steps to develop a TBE will be taken, utilizing current staff and hiring as needed positions.

All correspondence with parents and students is offered in both English language and home language in order to ensure understanding. Family workers in all offices can offer bilingual conversation. The parent coordinator and parent association are always available to communicate with parents as is the campus welcome center personnel.

Implementation of NYSESLAT is undergoing consistent improvement in order to reach all students at all levels and to promote proficiency. Working with our Network support organization, we are supporting teachers with best practices and visiting other schools

to help inform our planning. With good solid instruction the expectation is to support students throughout the year, rather than to devote a specified amount of time toward test preparation. The belief is that good instructional practices promotes the listening, speaking, reading and writing components thereby preparing students for proficiency. Implementation methods are being revised to incorporate all the necessary components to include extended time. This year's plan includes assemblies to remind students to attend on those important dates, inform families and ask their support from home to get their children to school on time and to support our efforts. Additionally, we are revisiting our parent workshops both after school and on Saturday to reinforce our plans.

NYSESLAT results drives our instructional planning, resources procurement and technology decisions for software and programs that are beneficial to our students.

When NYSESLAT scores become available, we meet as a team to look for improvements and progress toward proficiency. Our inquiry teams target strategies for classrooms as writing remains a challenge. Incorporating graphic organizers was implemented last year across all content areas. This year, we are implementing scoring rubrics for essay writing school wide to help students organize their essays.

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											12	3	0	15
Push-In											7	8	2	17
Total	0	0	0	0	0	0	0	0	0	0	19	11	2	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	77
SIFE	22	ELLs receiving service 4-6 years	29
		Special Education	32
		Long-Term (completed 6 years)	58

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. ①

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	77	10	6	29	9	4	58	3	22	164
Total	77	10	6	29	9	4	58	3	22	164

Number of ELLs in a TBE program who are in alternate placement: 5

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American: 0

White (Non-Hispanic/Latino): 0

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											70	46	37	153
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French											2	2	1	5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												3	1	4
TOTAL	0	0	0	0	0	0	0	0	0	0	73	52	39	164

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).
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?

Programming and Scheduling Information: Teachers of ESL, Math with bilingual extension, Social Studies with Bilingual Extension and where needed, an alternate placement paraprofessional for language support in Special Education classes.

Teachers are currently using HiPoint Series books and workbooks, at varying levels with audio tapes and SmartBoard technology to reinforce visual and auditory learning in all students at all levels. In addition, Voices in Literature series is used in each of the ELA classes to support and promote language acquisition. Each of the teachers reinforces literary elements through literature novels and poetry, selected each semester as appropriate following the curricular guidelines in memoir, persuasive voice and Inferential, interpretive reading strategies. With the additional resource of a licensed bilingual Reading teacher, hired specifically for spring semester, will work with students to develop reading strategies and to promote reading in the English language. Special education students are programmed for Wilson Reading program and/or Starting Over Reading Program, determined according to current reading level inventories.

1. Instruction is delivered as follows:
 - a. Beginner Level Grade 9, Grade 10:
 - i. Students are programmed for one free-standing ESL class, one ESL class in ELA, and one push in support class in both mathematics and social studies per day.
 - b. Beginner Level Grade 9 and Grade 10, Special Education:
 - i. We currently serve 15 students with IEPs in a bridge program, giving instruction with a special education teacher, bilingual, and one alternate placement para for all 4 core content areas and a double block period of ELA instruction.
 - c. Intermediate Level All Grades:
 - i. Two periods of push in instruction per day in each Math and Social Studies classes and one ESL class per day with ELA.
 - d. Advanced Level all Grades:
 - i. One period per day of push-in instruction per day in ELA classes and/or Social Studies

For all social studies classes throughout all levels of learners, teachers use targeted vocabulary instruction following the cummins model. Students are grouped for the workshop model to reinforce peer learning and promote their practice of English language orally. Projects are planned according to student levels to reinforce oral language acquisition, speaking to varying modalities of learning with video clips and SmartBoard technology. Teachers of social studies with bilingual extensions can ensure the understanding of terminology, as well as

A. Programming and Scheduling Information

support the scaffolding of students' writing. Interdisciplinary lessons are collaboratively planned with ELA and ESL teachers during common planning time in order to make connections for students and to reinforce learned vocabulary across disciplines. Supplemental texts are used, specifically for periods in history that will help students make connections from text to self and text to world. Cultural experiences are an additional learning experience where students celebrate diversity and develop deeper understanding of others globally.

2. The organization of our staff is to ensure that ESL teachers are programmed for free-standing classes, push-in support and are given Technology Lab periods for technology tools that include Achieve 3000, Castle Learning and Rosetta Stone.

a. For explicit minutes, we are providing the following:

- i. Beginner level students receive 645 minutes per week
- ii. Intermediate level students receive 430 minutes per week
- iii. Advanced level students receive 215 minutes per week

3. Content area is delivered as follows:

a. Social Studies, beginner level is taught with ESL teacher support and Bilingual teacher, math teacher is bilingual and ESL teachers for ELA classes

i. Methodologies include technology support through Achieve 3000 and Rosetta stone.

ii. Technology classes utilize Spanish language literacy pieces for students to develop documentary films and instruction film segments

b. Mathematics and ELA for intermediate level students are supported by ESL teachers using a variety of methodologies to reinforce language acquisition and understanding of cognates and technical language. Additional support is given through technology labs in Castle learning for mathematics and Achieve 3000 for ELA and Social Studies. Additional support is provided with Castle learning software access for every student to be used at home. Mathematics is programmed to be taught with ESL teachers and Mathematics teachers with bilingual extensions in order to support the scaffolding of learning and promotion of language acquisition. Supplemental texts are utilized, although Pearson Algebra and Geometry textbooks are the driving force behind our mathematics curriculum.

Study groups of teachers meet daily to unpack new teacher support materials using English Language Learners in the content areas and Teaching Reading in the content areas.

All teachers are working on curriculum mapping and incorporating technology in content areas. Pearson has tech support of their text book s available on their website and infused with short video clips to help students access the content.

4. ELLs are appropriately evaluated in their native languages when entering school and registering. We reach out to staff who are fluent in the languages other than Spanish or call for translations. We are fortunate to have International schools located in our campus and can call on their staff when needed to offer translation services. All correspondence is available online for languages other than English for our forms required. This is completed using the same format as with all incoming students.

5. ELL subgroups, including students with disabilities are programmed for the appropriate minutes according to their ELL levels. Teachers use Hi Point series text books with workbooks along with supplemental libraries of abridged versions of novels to meet the curriculum guidelines. Alternate placement paras are assigned to support language acquisition as mandated in the Individual Education Plans of our students. Students are receiving additional services in all content areas and as with other teachers, meet daily in common planning sessions to consistently examine best practices. Protocol are followed for examining student work and holding case conferences with parents and students as needed to support academic progress. At annual reviews, all teachers meet to determine specific needs of students and to ensure ongoing support. Differentiation of instruction is closely examined through classroom visitation and sharing best practices and student goals. Professional development in this area is ongoing and consistent, to include participation in International Schools seminars and visiting schools with successful ELLs practices.

a. Instructional plan for SIFE:

i. SIFE students have a range of learning from advance to challenged. Many of our SIFE students become our valedictorian, salutatorian and rank in the top 10% of the graduating classes. This subgroup is interesting in that they overcome challenges with an amazing resilience to learn and achieve success. At the other end of the spectrum, SIFE students face challenges to learn English and to become proficient. That being said, our SIFE students are programmed according to their levels of proficiency and followed in ARIS and through teacher assessments on an individual basis.

b. Instructional plan for ELLs, newcomers;

i. We currently have the largest number of newcomers in our sophomore classes, as we did in the previous year as freshman. Our sophomores are being served with ESL teachers, free-standing ESL classes and push in supports in mathematics and/or Social Studies. In addition, we provide technology classes in our themed academies that allow students to develop language through making film, writing scripts, reading poetry and translating it on film to teach others about their various cultures. Students are encouraged to incorporate our technology software programs to reinforce language acquisition, during lunch, before and after school. Students are also programmed for

A. Programming and Scheduling Information

tutoring 3 days per week prior to the start of their regular classes. After school programs are also available as well as Supplemental Services provided through our parent coordinator for students and their families.

c. School-wide our data reveal challenges for all of our students in social studies essay writing. This data allow us to provide professional development for our staff during common planning time each day in small learning communities. Within these sessions, graphic organizers have been developed to help students select important information, organize it and develop their writing according to well developed rubrics. Our inquiry teams are studying groups of English Language Learners that are receiving services in the 4 to 6 year category.

d. Our plan for long-term ELLs includes the strategies listed in (c) above as well as the after school program for academic enrichment and credit recovery. The use of the Achieve 3000 and Castle Learning are reinforced and the inquiry team is also following the data to determine program effectiveness. We have added the use of technology in Rosetta stone to additional support language acquisition. As participants in the Achieve 3000, we continually receive data and examine outcomes in order to adjust programs where needed.

e. Our Long-Term ELLs in special education settings are receiving services with an ESL teacher and an alternate placement paraprofessional in all core content areas, working with technology and having after school programs available during the school year. Our efforts and planning moving forward are to respond promptly to data and to apply interventions with targeted groups as needed. This may include adding additional classroom personell to support the group model and to reinforce scaffolded instruction as well as to promote successful differentiation of instruction practices. Having the common planning time team conferences allows interventions to be applied appropriately as needed, whether it be with small groups within the classroom, tutoring students during lunch, having extra computer lab time during the day and certainly the inclusion of after school workshops, credit recovery and support programs for ELLs in all content areas.

Our school has always offered access to all programs to all of our students throughout the day and after school, whether it be athletics, chess club, Spanish club, or a host of other student body activities. ELLs are an integral part of all activities, and are celebrated with cultural awareness fiestas throughout the school year.

Along with Sports and Arts foundation with a special grant targeting freshmen students and newcomers, our students have access to credit recovery after school in all content areas and also in electives. Parents are encouraged to attend workshops in a variety of topics and in addition are invited to Coffee Hour with Ms. Roman, a series of workshops targeting topics of interest to engage parents and students and to offer opportunities to learn from one another.

Saturday programs include workshops for parents in ESL, computer access to ARIS and learning word, outlook and email workshops as well as resume preparation workshops. Community Based organizations often participate to ensure community outreach and offering of services for needs to be addressed on an individual basis.

6. Our instructional strategies for ELLs and SWDs include best practices as promoted by the New York City Department of Education and supported through coaches hired from AUSSIE. Two days per week the coaches visit classrooms offering strategies following a curriculum that is grade specific in ELA, Social Studies and Mathematics. With ongoing professional development and morning meetings (37.5 minutes each day) lesson planning, unit planning following UDL and curriculum mapping is continuously being updated and worked on in grade level teams of teachers across and within content areas. We are extremely fortunate to have iPads for our ELLs and SWDs using applications that promote language acquisition and offer opportunities for our students to practice speaking, listening, reading and writing.

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)
7. With the onset of SPEDS and increased use of ARIS, we study our data closely in collaborative inquiry teams in order to continuously keep track of student progress. Under Phase I for SWDs, we program students according to their strengths and offer opportunities for them to be with the non-disabled peers, even if only in one content area. Our school psychologists also meet with grade teams to monitor student progress. We offer many opportunities for parents	
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	Page 31
BEGINNERS	INTERMEDIATE
ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has

Courses Taught in Languages Other than English

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. Targeted Interventions:

Graphic organizers with rubrics, school wide in all social studies and ELA classes
Achieve3000 as in class tool for technology and after school
Castle learning technology in class time and at home, user account for every student
Aventa for credit recovery
After school credit recovery program
English/Spanish

9. Students continue to have tutoring, practice with speaking and listening along with reading and writing prompts, before, during and after school opportunities. Students continue to get accommodations in testing with extended time as teachers consistently check ARIS reporting for charting progress.
10. Free-standing ESL classes were increased to 3 for Beginner ELLs and newcomers. Technology was increased to include user accounts for each student in Castle Learning software, Achieve 3000 and Aventa courses online. Reinforcement with Rosetta stone is also used in English and Spanish.
11. We do not plan to discontinue any programs currently running. We are opening labs during lunch periods to offer students additional time on software programs. Since we are receiving newcomers at an increased rate, we will examine and explore program options that will enhance learning.
12. Due to the high percentage of English Language Learners, we offer programs with the English learning student in mind versus exclusion. We have opened additional tutoring classes prior to the regular school day on Wednesdays, Thursdays and Fridays, and our after school program offers many opportunities for students to advance in their academic progress, including speaking and listening skill building.
13. We offer Achieve 3000, Castle Learning and Aventa alongside Rosetta Stone for technology. In addition, students have one additional period per day of technology related to video, music, desktop publishing and Virtual Enterprise.
14. Native language is offered through free standing ESL classes to Beginner level ELL's and push in ESL class supports to all others. All students take Spanish as their foreign language class.
15. All program services and supports correspond to ELL's ages and grade levels.
16. During the summer, for the past 2 years, we have received Title III grants, allowing us to offer a bridge program that includes trips to museums, technology introductory courses, math and ELA that runs for 6 weeks. During this time, parents are encouraged to participate and the bridge program culminates in an orientation celebratory program introducing the students and parents to high school requirements.
17. English and Spanish are offered to all students.

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

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)?

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required	360 minutes	360 minutes	180 minutes

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 professional development plan for Ell personnel began with a summer program that focused on curriculum writing and integrating/infusing the new Common Core Learning Standards. Professional Development is offered 4 days per week, as per the collective bargaining agreement for 37.5 minutes. During this time, teachers of the same cohort of students develop lesson plans with extensions for ELLs and students with disabilities, complete units of study with curriculum mapping and an emphasis this year on effective feedback that begins with the inclusion of rubrics for all students. Content area meetings are held weekly, on Fridays in order for teachers of content to address curricular adjustments, examine student work, plan for formative assessment and to share best practices while examining data. When teachers meet on Wednesdays, in common planning time professional development, a portion of the time is spent case conferencing in order to target academic interventions where needed on an individual student basis. Often parents are included in these conferences in order to offer supportive ideas on both sides to ensure student engagement and support. As we move through the school year, the following topics are earmarked for targeted professional development:

- iPad applications for technology exploring apps to incorporate in lesson plans, curriculum mapping and additional classroom time
- Differentiation of instruction and sharing of best practices
- Use of Smartboard technologies as provided from SmartBoard
- Incorporating Common Core State Standards, with targeted performance assessments to promote oral language acquisition and to build student confidence, alongside building teams and promoting critical thinking skills.
- Assessment, both summative and formative with an emphasis on the latter, incorporating differentiation strategies such as exit cards and quiz/test development
- Understanding data, in terms of NYSESLAT and AMAO performance school wide and by grade level
- collaborative inquiry process/teams
- Looking together at student work
- Classroom walkthrough and peer intervisitation

2. Teachers have choice regarding levels of ELLs to work with, some preferring beginning levels and freshmen classes. Common planning time meetings are devoted to case management and data in order to prepare lessons/units accordingly.

3. Best practices for English Language Learners is incorporated into our professional development planning. All ESL staff have been trained in QTELL and share out or lead professional development strategies that apply to all classrooms, i.e., vocabulary, language acquisition of content specific terminology, differentiation of quizzes and tests, exit summaries and baseline assessments, midterm assessments that examine skill levels.

To meet the requirement of 7.5 hours of ELL training for all staff, it is the school's overall goal to exceed this when meeting one day per week to specifically address the strategies that work best to promote language acquisition, to scaffold instruction and to implement differentiation of instruction strategies. The hiring of a literacy coach and a math coach (AUSSIE) 2 days per week to observe and engage teachers in professional development further ensures the requirement being met. The instructional strategies that support ELLs is beneficial to all students. The requirement is officially maintained through recording agendas and signature sheets throughout the school year. The coaches keep a running record of dates and participants for the days of the week they are working with teachers. This record is handed in weekly to the Principal, where a binder is kept to record agendas and signatures with a description of the professional development activities. Each day's professional development is recorded in agenda format with corresponding signature of all participants. This information is kept in a binder in the Assistant Principal's office. Professional Development is carefully and thoughtfully planned with the cabinet according the needs of students, driven by data.

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

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. To date, the parent coordinator and paraprofessional have successfully logged on 80% of our parents in order to access data in ARIS. Our Parent Association incorporates translation at all meetings and all correspondence is sent in both English and Spanish. We host parents for specific meetings, new enrollment students, newcomers, etc., during September at Orientation devoted to address questions/concerns, during open school evenings and afternoons in fall and spring, and have received a grant of 2 computer stations devoted to parental access

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2. We currently have United Way and the YES program along with Sports and Arts Foundation devoted to credit recovery and after school technology programs to promote parent involvement and student achievement.

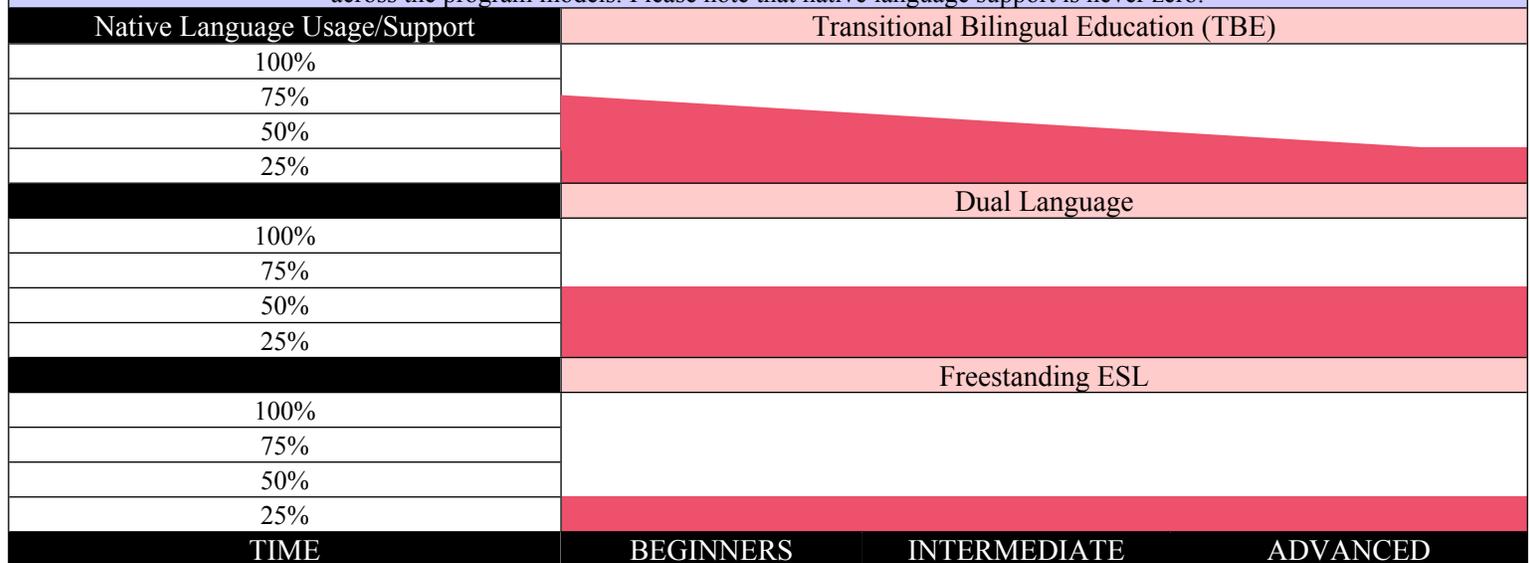
3. We evaluate the needs of parents through interviews at the time of enrollment, during Parent Association meetings, School Leadership Team meetings, guidance counselor requests, student requests, parent requests and our learning environment surveys.

4. With the new parent meeting, "Coffee Hour with Ms. Roman", we are addressing topics of interest, in order to provide guest speakers or Community Based Organizations that will help parents overcome any challenges expressed. The outcome of the Coffee Hour series is to make parents welcome, opening up and expanding opportunities to allow parents to share common themes of interest with and among their peers while providing much needed services.

In addition, our Parent Association is active with new leadership and is working hard to develop topics of interest for parents of all our students.

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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

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C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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When teachers meet on Wednesdays, in common planning time professional development, a portion of the time is spent case conferencing in order to target academic interventions where needed on an individual student basis. Often parents are included in these conferences in order to offer supportive ideas on both sides to ensure student engagement and support. As we move through the school year, the following topics are earmarked for targeted professional development:

iPad applications for technology exploring apps to incorporate in lesson plans, curriculum mapping and additional classroom time

Differentiation of instruction and sharing of best practices

Use of Smartboard technologies as provided from SmartBoard

Incorporating Common Core State Standards, with targeted performance assessments to promote oral language acquisition and to build student confidence, alongside building teams and promoting critical thinking skills.

Assessment, both summative and formative with an emphasis on the latter, incorporating differentiation strategies such as exit cards and quiz/test development

Understanding data, in terms of NYSESLAT and AMAO performance school wide and by grade level

collaborative inquiry process/teams

Looking together at student work

Classroom walkthrough and peer intervisitation

2. Teachers have choice regarding levels of ELLs to work with, some preferring beginning levels and freshmen classes. Common planning time meetings are devoted to case management and data in order to prepare lessons/units accordingly.

3. Best practices for English Language Learners is incorporated into our professional development planning. All ESL staff have been trained in QTELL and share out or lead professional development strategies that apply to all classrooms, i.e., vocabulary, language acquisition of content specific terminology, differentiation of quizzes and tests, exit summaries and baseline assessments, midterm assessments that examine skill levels.

To meet the requirement of 7.5 hours of ELL training for all staff, it is the school's overall goal to exceed this when meeting one day per week to specifically address the strategies that work best to promote language acquisition, to scaffold instruction and to implement differentiation of instruction strategies. The hiring of a literacy coach and a math coach (AUSSIE) 2 days per week to observe and engage teachers in professional development further ensures the requirement being met. The instructional strategies that support ELLs is beneficial to all students. The requirement is officially maintained through recording agendas and signature sheets throughout the school year. The coaches keep a running record of dates and participants for the days of the week they are working with teachers. This record is handed in weekly to the Principal, where a binder is kept to record agendas and signatures with a description of the professional development activities. Each day's professional development is recorded in agenda format with corresponding signature of all participants. This information is kept in a binder in the Assistant Principal's office. Professional Development is carefully and thoughtfully planned with the cabinet according the needs of students, driven by data.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

5. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

1. John F. Kennedy High School uses acuity assessments and ELL periodic assessments to help address the levels of the students. In addition, we administer a teacher made baseline test in the beginning of their high school experience. We examine student data on an individual basis, i.e., 8th grade scores, in order to address programming.

The previous year's trend in NYSESLAT scores revealed a backsliding of our students. In order to understand how a student could score advance in the previous year and slide back to a beginning level in the current year's data, we needed to examine how the exam was administered. Was the trend revealing the exam was incomplete? did the student have enough time to finish the test once he or she began?

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.

As we examine NYSESLAT data, we see a trend in proficiency as students progress into the upper grades. Students score higher in listening and speaking versus reading writing. Therefore, we need to focus on writing and reading as explained earlier in this document. Use of graphic organizers and effective feedback scaffolds students through the writing process, with the intent of improved scores as they progress through high school grade levels. Since NYSESLAT data is not released to schools until August of the year given, we are using this data to help program students accordingly. Also, the LAB-R, given upon entry, is helpful in programming students, in particular, newcomers and SIFE students. Utilizing AMAO data to see progress in our ELLs NYSESLAT data helps us to program and to target areas of instruction needing focus. Our previous year's results were not encouraging, so in an effort to improve, we are strategically programming, examining data and teacher scholarship, hiring additional resources to support instruction and adapting curricular changes to ensure successes. Increased technology use is also planned in an effort to reinforce student engagement.

We evaluate the success of our programs via data, both student and teacher as well as overall ARIS data available to all staff. We also examine attendance patterns and address when needed with family workers and paraprofessionals. Understanding the cultural trends helps in the planning of after school programs and parent meetings, while honoring their individual cultural differences.

The school uses data from the periodic assessments to re-address reading and writing levels and to provide extended opportunities for students to practice these skills and to socialize with peers in after school activities, namely, Spanish Honor Society, where our SIFE students shine. This data helps us to program students accordingly and to plan for needed professional development for staff. Data is available on ARIS and each teacher has availability to examine this on an individual basis.

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.)
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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?
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2. We currently have United Way and the YES program along with Sports and Arts Foundation devoted to credit recovery and after school technology programs to promote parent involvement and student achievement.

3. We evaluate the needs of parents through interviews at the time of enrollment, during Parent Association meetings, School Leadership

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In addition, our Parent Association is active with new leadership and is working hard to develop topics of interest for parents of all our students.

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)											32	13	2	47
Intermediate(I)											22	22	26	70
Advanced (A)											15	21	11	47
Total	0	0	0	0	0	0	0	0	0	0	69	56	39	164

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											18	13	4
	I											9	10	18
	A											17	15	5
	P											21	13	12
READING/ WRITING	B											35	11	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I											25	26	29
	A											13	12	8
	P											2	1	0

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	51		14	
Integrated Algebra	86	43	21	12

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry	31	19	7	4
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	47	23	2	0
Living Environment	83	37	8	2
Physics	0			
Global History and Geography	92	51	32	12
US History and Government	36	12	16	0
Foreign Language		25		23
Other				
Other				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

Native Language Tests

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

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

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

1. John F. Kennedy High School uses acuity assessments and ELL periodic assessments to help address the levels of the students. In addition, we administer a teacher made baseline test in the beginning of their high school experience. We examine student data on an individual basis, i.e., 8th grade scores, in order to address programming.

The previous year's trend in NYSESLAT scores revealed a backsliding of our students. In order to understand how a student could score advance in the previous year and slide back to a beginning level in the current year's data, we needed to examine how the exam was administered. Was the trend revealing the exam was incomplete? did the student have enough time to finish the test once he or she began?

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.

As we examine NYSESLAT data, we see a trend in proficiency as students progress into the upper grades. Students score higher in listening and speaking versus reading writing. Therefore, we need to focus on writing and reading as explained earlier in this document. Use of graphic organizers and effective feedback scaffolds students through the writing process, with the intent of improved scores as they progress through high school grade levels. Since NYSESLAT data is not released to schools until August of the year given, we are using this data to help program students accordingly. Also, the LAB-R, given upon entry, is helpful in programming students, in particular, newcomers and SIFE students. Utilizing AMAO data to see progress in our ELLs NYSESLAT data helps us to program and to target areas of instruction needing focus. Our previous year's results were not encouraging, so in an effort to improve, we are strategically programming, examining data and teacher scholarship, hiring additional resources to support instruction and adapting curricular changes to ensure successes. Increased technology use is also planned in an effort to reinforce student engagement.

We evaluate the success of our programs via data, both student and teacher as well as overall ARIS data available to all staff. We also examine attendance patterns and address when needed with family workers and paraprofessionals. Understanding the cultural trends helps in the planning of after school programs and parent meetings, while honoring their individual cultural differences.

The school uses data from the periodic assessments to re-address reading and writing levels and to provide extended opportunities for students to practice these skills and to socialize with peers in after school activities, namely, Spanish Honor Society, where our SIFE students shine. This data helps us to program students accordingly and to plan for needed professional development for staff. Data is available on ARIS and each teacher has availability to examine this on an individual basis.

Part VI: LAP Assurances

School Name: <u>John F. Kennedy High School</u>		School DBN: <u>10x475</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Luft	Principal		11/18/11
Barbara Roman	Assistant Principal		11/18/11
	Parent Coordinator		11/18/11
Patrick Cooper	ESL Teacher		11/18/11
Catina Rollins	Parent		11/18/11
Nevia Pupazan/ESL	Teacher/Subject Area		11/18/11
Jorge Chan/Spanish	Teacher/Subject Area		11/18/11
Robyn Coleston	Coach		11/18/11
Martin Wilson	Coach		11/18/11
Lucia Dominguez	Guidance Counselor		11/18/11
Steven Chernigoff	Network Leader		11/18/11
Elsy Martinez	Other <u>Bilingual Psychologi</u>		11/18/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X475** School Name: **John F. Kennedy High School**

Cluster: _____ Network: **610**

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.

We use the Home Language Survey as well as the reports in ATS identifying language needs. The highest percentage of our students' families are Spanish speaking. For sending letters home in languages other than English and Spanish, we utilize Google Translator and have the documents checked for accuracy by teachers who speak languages other than English, i.e., French.

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.

5 of our students' families speak French and English, 1 student's home language is Chinese, but parents are fluent in English, and 1 student's family speaks Arabic and English. There are 3 students whose families are Albanian, but fluent in English. Data are current for all. The school community has access to the LAP and CEP documents that inform them of the current school year's data. Guidance offices and Assistant Principal's offices offer information as needed for all English Language Learner data to ensure translation and interpretation needs are being met when meeting with parents.

Part B: Strategies and Activities

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

Currently all dual language documents are being prepared and translated by our bilingual pedagogues and our bilingual guidance counselors. All documents for mailing to parents are also back-packed home. Regardless of the language, all documents are mailed at the same time. Follow up phone calls are made by our pedagogues and our family workers, making certain the families receiving the letters are clear in regards to the mailings.

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.

As we are consistently monitoring our students' language needs, we are currently able to provide the necessary translations. Should a student enter through a new admission, we will consistently monitor the needs for interpretation services and consistently update our records. However, at this time, due to the current phase out status of our school, we are able to provide the necessary translations with our bilingual pedagogues, administration and guidance counselors, in addition to family workers and paraprofessionals. Should a student arrive at our school in need of translation services, we will reach out to our district offices and make the necessary arrangements to provide those 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>.

We will fulfill Section VII of Chancellor's Regulations A-663 with consistent monitoring of newly admitted students. However, since John F. Kennedy High School is in its first year of a 3-year phase out plan, we will be consistently monitoring existing students closely, making certain the parent notification letters are received with follow-up phone calls made by our multi-lingual family workers and ensuring there is relationship building and opportunities for parents to feel welcome in our school.

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: John F. Kennedy High School	DBN: 10X475
Cluster Leader: Jose Ruiz	Network Leader: Steve Chernigoff
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: 164 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: 6 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 4

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:

Programming and Scheduling Information: Teachers of ESL, Math with bilingual extension, Social Studies with Bilingual Extension and where needed, an alternate placement paraprofessional for language support in Special Education classes.

Teachers are currently using HiPoint Series books and workbooks, at varying levels with audio tapes and SmartBoard technology to reinforce visual and auditory learning in all students at all levels. In addition, Voices in Literature series is used in each of the ELA classes to support and promote language acquisition. Each of the teachers reinforces literary elements through literature novels and poetry, selected each semester as appropriate following the curricular guidelines in memoir, persuasive voice and Inferential, interpretive reading strategies. English Language Arts/ESL teachers will work with students to develop reading strategies and to promote reading in the English language. Special education students are programmed for Wilson Reading program and/or Starting Over Reading Program, determined according to current reading level inventories.

Instruction is delivered as follows:

Beginner Grade 10: Students are programmed for one free-standing ESL class, one ESL class in ELA, and one push in support class in both mathematics and social studies per day.

Beginner Grade 10, Special Education:

We currently serve 15 students with IEPs in a bridge program, giving instruction with a special education teacher, bilingual, and one alternate placement para for all 4 core content areas and a double block period of ELA instruction.

Intermediate Level All Grades:

Two periods of push in instruction per day in each Math and Social Studies classes and one ESL class per day with ELA.

Advanced Level all Grades:

One period per day of push-in instruction per day in ELA classes and/or Social Studies

For all social studies classes throughout all levels of learners, teachers use targeted vocabulary instruction following the Cummins model. Students are grouped for the workshop model to reinforce peer learning and promote their practice of English language orally. Projects are planned according to

Part B: Direct Instruction Supplemental Program Information

student levels to reinforce oral language acquisition, speaking to varying modalities of learning with video clips and SmartBoard technology. Teachers of social studies with bilingual extensions can ensure the understanding of terminology, as well as support the scaffolding of students' writing. Interdisciplinary lessons are collaboratively planned with ELA and ESL teachers during common planning time in order to make connections for students and to reinforce learned vocabulary across disciplines. Supplemental texts are used, specifically for periods in history that will help students make connections from text to self and text to world. Cultural experiences are an additional learning experience where students celebrate diversity and develop deeper understanding of others globally.

2. The organization of our staff is to ensure that ESL teachers are programmed for free-standing classes, push-in support and are given Technology Lab periods for technology tools that include Achieve 3000, Castle Learning and Rosetta Stone. For explicit minutes, we are providing the following:

Beginner level students receive 645 minutes per week

Intermediate level students receive 430 minutes per week

Advanced level students receive 215 minutes per week

Content area is delivered as follows:

Social Studies, beginner level is taught with ESL teacher support and Bilingual teacher, math teacher is bilingual and ESL teachers for ELA classes

Methodologies include technology support through Achieve 3000 and Rosetta stone.

Technology classes utilize Spanish language literacy pieces for students to develop documentary films and instruction film segments

Mathematics and ELA for intermediate level students are supported by ESL teachers using a variety of methodologies to reinforce language acquisition and understanding of cognates and technical language. Additional support is given through technology labs in Castle learning for mathematics and Achieve 3000 for ELA and Social Studies. Additional support is provided with Castle learning software access for every student to be used at home. Mathematics is programmed to be taught with ESL teachers and Mathematics teachers with bilingual extensions in order to support the scaffolding of learning and promotion of language acquisition. Supplemental texts are utilized, although Pearson Algebra and Geometry textbooks are the driving force behind our mathematics curriculum.

Study groups of teachers meet daily to unpack new teacher support materials using English Language Learners in the content areas and Teaching Reading in the content areas.

Language of instruction in all classes is English, however, reinforcement in Spanish is provided as needed, both on individual basis and whole group.

All teachers are working on curriculum mapping and incorporating technology in content areas. Pearson has tech support of their text books available on their website and infused with short video clips to help students access the content. SmartBoard technology is available in all classrooms and is frequently used

Part B: Direct Instruction Supplemental Program Information

for reinforcement of language learning, vocabulary in content areas, literary elements and highlighting key passages reinforced with short clips for students to view and make connections.

This year, ESL teachers are actively using iPads for language acquisition with a variety of applications.

ELL subgroups, including students with disabilities are programmed for the appropriate minutes according to their ELL levels. Teachers use Hi Point series text books with workbooks along with supplemental libraries of abridged versions of novels to meet the curriculum guidelines. Alternate placement paras are assigned to support language acquisition as mandated in the Individual Education Plans of our students. Students are receiving additional services in all content areas and as with other teachers, meet daily in common planning sessions to consistently examine best practices. Protocol are followed for examining student work and holding case conferences with parents and students as needed to support academic progress. At annual reviews, all teachers meet to determine specific needs of students and to ensure ongoing support. Differentiation of instruction is closely examined through classroom visitation and sharing best practices and student goals. Professional development in this area is ongoing and consistent, to include participation in International Schools seminars and visiting schools with successful ELLs practices.

The after school program is a four day schedule supported by Sports and Arts Foundation from Monday through Thursday of each week beginning at the end of the regularly scheduled school day (2:50 pm) through 6:00 pm. Teachers work with small groups of students, typically 5 to 10, targetting instructional needs based on the daily work of the students. If a student is challenged by the essay for social studies, the teacher then provides the student with supports that include various graphic organizers, reading strategies, post-its or double entry journals, all that would provide support or scaffolding to ensure student academic success. In addition, the students are reviewing vocabulary using specific terminology to address the needs in all content areas. Teachers are assigned students according to their license area, with bilingual content areas and ESL supports available daily.

Typically a student can have a Monday and Wednesday schedule or a Tuesday and Thursday schedule in an effort to support their learning needs.

In addition, the school is currently running a Saturday program, offering courses of study as described above. The periods of instruction are the same for both programs, 45-minutes in duration. The teachers are able to offer the same structures and scaffolding, addressing the similar challenges students have within content areas.

Students of both programs have an opportunity to attend gym classes if they are missing physical education credits to allow credit recovery. The programs are supervised by our Assistant Principal of Guidance.

The resources and materials used in the after school and Saturday programs include all those resources available to our students throughout the regular school day, including textbooks, supplemental reading sources, video, computer labs, SmartBoard technology and iPads.

The rationale for the program is to allow students an opportunity to learn in a small group setting with their peers and to utilize the resources available to scaffold learning and to offer time for students to capture the lessons throughout the content areas.

Part C: Professional Development

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 professional development plan for Ell personnel began with a summer program that focused on curriculum writing and integrating/infusing the new Common Core Learning Standards. Professional Development is offered 4 days per week, as per the collective bargaining agreement for 37.5 minutes. During this time, teachers of the same cohort of students develop lesson plans with extensions for ELLs and students with disabilities, complete units of study with curriculum mapping and an emphasis this year on effective feedback that begins with the inclusion of rubrics for all students. Content area meetings are held weekly, on Fridays in order for teachers of content to address curricular adjustments, examine student work, plan for formative assessment and to share best practices while examining data. When teachers meet on Wednesdays, in common planning time professional development, a portion of the time is spent case conferencing in order to target academic interventions where needed on an individual student basis. Often parents are included in these conferences in order to offer supportive ideas on both sides to ensure student engagement and support. As we move through the school year, the following topics are earmarked for targeted professional development:

iPad applications for technology exploring apps to incorporate in lesson plans, curriculum mapping and additional classroom time

Differentiation of instruction and sharing of best practices

Use of Smartboard technologies as provided from SmartBoard

Incorporating Common Core State Standards, with targeted performance assessments to promote oral language acquisition and to build student confidence, alongside building teams and promoting critical thinking skills.

Assessment, both summative and formative with an emphasis on the latter, incorporating differentiation strategies such as exit cards and quiz/test development

Understanding data, in terms of NYSESLAT and AMAO performance school wide and by grade level

collaborative inquiry process/teams

Looking together at student work

Classroom walkthrough and peer intervisitation

Teachers have choice regarding levels of ELLs to work with, some preferring beginning levels and freshmen classes. Common planning time meetings are devoted to case management and data in order to prepare lessons/units accordingly. Best practices for English Language Learners is incorporated into

Part C: Professional Development

our professional development planning. All ESL staff have been trained in QTELL and share out or lead professional development strategies that apply to all classrooms, i.e., vocabulary, language acquisition of content specific terminology, differentiation of quizzes and tests, exit summaries and baseline assessments, midterm assessments that examine skill levels.

To meet the requirement of 7.5 hours of ELL training for all staff, it is the school's overall goal to exceed this when meeting one day per week to specifically address the strategies that work best to promote language acquisition, to scaffold instruction and to implement differentiation of instruction strategies. The hiring of a literacy coach and a math coach (AUSSIE) 2 days per week to observe and engage teachers in professional development further ensures the requirement being met. The instructional strategies that support ELLs is beneficial to all students. The requirement is officially maintained through recording agendas and signature sheets throughout the school year. The coaches keep a running record of dates and participants for the days of the week they are working with teachers. This record is handed in weekly to the Principal, where a binder is kept to record agendas and signatures with a description of the professional development activities. Each day's professional development is recorded in agenda format with corresponding signature of all participants. This information is kept in a binder in the Assistant Principal's office. Professional Development is carefully and thoughtfully planned with the cabinet according the needs of students, driven by data.

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 pedagogues are as follows: Patrick Cooper, ESL(Spanish), Nevia Pupazan, ESL(Spanish), A. Lugo, Spanish Teacher(Spanish), and/or J. Chan, Spanish Teacher (Spanish).

Verification of home language survey is conducted in the ESL office and upon completion, student and parent meet with the appointed bilingual school guidance counselor, L. Dominguez, to be programmed according to grade level and academic needs.

The process outreach plans and timelines are as follows:

The initial screening and interviewing process is completed during the student's first visit. If immunizations are incomplete or if parents are not present, an appointment is made as soon as possible in order to process the documentation required.

Parent choice is explained during the interview/screening process and when given home language surveys. Parents are explicitly given choice without prompting by school personnel, as listed above with

Part D: Parental Engagement Activities

licensed pedagogues. Parent choices include;

TBE (Transitional bilingual education)

DL (Dual language)

Free-Standing ESL (English as a Second Language)

Parent(s) and/or Guardian(s) are instructed to select using numerical guides for Selection #1, #2 and #3. If the parent selects as their first choice, TBE or DL, they are informed that John F. Kennedy High School does not offer their selection. The child's name will be listed until joined by 20 students in one grade level. At that time, according to CR-154, a TBE class will be created to address the parent's choice. During the interim time, until such class can be created, parents are informed their child will be receiving instruction through free-standing ESL classes. Letters are handed to the parent at this time (in both English and Spanish). If the parent takes the letter home to be completed, follow up is conducted with the bilingual family workers assigned to each small learning community, as well as with attendance office aides, in order to ensure the timely return of the needed documents. Once the documents are received by the family workers, guidance counselor and/or Assistant Principal, the documents are delivered to the ESL office so that they can be reviewed and placed in the appropriate student's file. A binder is also kept with a copy of each student's parent choice letter in the ESL office.

In addition, parents are informed at this time about evening parent classes as well as Saturday programs that support their own learning as well as their students' learning provided by New Immigrants Welcome Center located formerly on JFK Campus, now located in Castle Hill, Bronx.

Our school's parent association is introduced at this time, prior to the processes being completed. They are encouraged to join and become active members. The parent association meets monthly and hosts guest speakers to include a variety of topics of interest. Parents are encouraged to complete surveys on topics of interest to welcome them into the school's community of learners.

Parent outreach is also a priority with designated bilingual family workers to make phone contact and ensure the delivery of mailed documents as they are made available.

Criteria/procedures for student placement:

Student placement is completed only after parent interview and screening process has been completed. As stated, the letter of parent choice is reviewed once completely filled out. Ms. Lucia Dominguez, Bilingual School guidance counselor is trained in correct placement procedures. Ms. Dominguez meets with parents and student, reviews the documents, explains the student schedule/program the student receives. She distributes information on Student Graduation Requirements for all students attending New York City High Schools and reviews with the student and family how this goal will be accomplished. She introduces the parents and student to the teachers on the schedule and makes the student welcome by accompanying him/her to their classrooms on their first day of classes. Teachers hold case conferencing on Wednesdays within their small learning communities and in doing so, ensure that all teachers/staff are aware of a new student's arrival and the case conference will segue into a meaningful

Part D: Parental Engagement Activities

way to communicate among staff, with parents and certainly with students.

Entitlement letters are mailed home to the parent from the ESL office by Mr. Cooper and Ms. Bonilla. Copies of the letters are kept in each student's file and the information is entered into a spreadsheet to maintain the tally for parent's selection. At the beginning of each school year, entitlement letters are mailed home, in both English and Spanish, with a copy of the letters placed in the student files, housed in the ESL office. This system allows easy access to find the documents at any time for reference. The spreadsheet is continuously updated and kept on file in the ESL office.

To date, the parent coordinator and paraprofessional have successfully logged on 80% of our parents in order to access data in ARIS. Our Parent Association incorporates translation at all meetings and all correspondence is sent in both English and Spanish. We host parents for specific meetings, new enrollment students, newcomers, etc., during September at Orientation devoted to address questions/concerns, during open school evenings and afternoons in fall and spring, and have received a grant of 2 computer stations devoted to parents' access.

We currently have United Way and the YES program along with Sports and Arts Foundation devoted to credit recovery and after school technology programs to promote parent involvement and student achievement. In addition, we have begun a Saturday academy.

We evaluate the needs of parents through interviews at the time of enrollment, during Parent Association meetings, School Leadership Team meetings, guidance counselor requests, student requests, parent requests and our learning environment surveys.

With the new parent meeting, "Coffee Hour with Ms. Roman", we are addressing topics of interest, in order to provide guest speakers or Community Based Organizations that will help parents overcome any challenges expressed. The outcome of the Coffee Hour series is to make parents welcome, opening up and expanding opportunities to allow parents to share common themes of interest with and among their peers while providing much needed services.

In addition, our Parent Association is active with new leadership and is working hard to develop topics of interest for parents of all our students.

The rationale for including parent activities is grounded in the recent research showing that parent involvement is a core value for student success. Allowing parents to take a more active role in their student's high school learning ensures deeper understanding that as a team we can educate our community of learners. When students recognize the important role their parent has in their education, the results have been shown through research to reveal improvements.

We wanted to include the identification and placement processes because that is where the relationship begins with the parent and the school. When we honor their input, we show that we are a welcoming community of learners and recognize the importance of their roles as parents. When this is done, the parents are more likely to attend future events, having felt at ease and valued. The inclusion of parents begins with the development of a positive relationship. When we can begin building those relationships, value the parent input, offer programs and events that are of interest, we can begin to see incremental success in our student outcomes.

Part D: Parental Engagement Activities

Empty area for reporting Parental Engagement Activities.

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		

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.
Other		
TOTAL		