



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

GREGORIO LUPERON HIGH SCHOOL  
FOR SCIENCE AND MATHEMATICS

06M552

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PRINCIPAL

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SUPERINTENDENT

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

| Name                              | Position and Constituent Group Represented   | Signature |
|-----------------------------------|--|-----------|
| JUAN VILLAR                       | *Principal or Designee   |           |
| SAULIO TUERO                      | *UFT Chapter Leader or Designee  |           |
| JULIAN SOSA                       | *PA/PTA President or Designated Co-President   |           |
| MELVIN PERALTA                    | DC 37 Representative, if applicable  |           |
| YAMILETH PACHECO<br>ODETT SALCEDO | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| NONE                              | CBO Representative, if applicable  |           |
|                                   | Member/  |           |

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

### **ANNUAL GOAL #1 AND ACTION PLAN**

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

#### **Annual Goal #1**

The number of ELL students passing the ELA Regents will increase by 1.5% by August 2013.

#### **Comprehensive needs assessment**

The ELA/ESL Department will continue using the DY0 and the Office of ELLs Periodic Assessment as a predictive tool. Presently, the DY0 has been more formative, and therefore using the Office of ELLs assessment will allow us to redesign certain elements of the DY0 as we move forward during the school year. A Reading class for ELLs who are in their fourth and fifth year of service will be provided. Students from the 2013 graduating cohort will be strategically programmed in order to be able to focus more on their work and progress. At the end of each marking period, individual teacher's meeting will be focused on students' performance and the teachers will be required to provide a breakdown of their classes by standards and skill mastering, using the Common Core Standards as guide. Students from the 2013 graduating cohort, who still have not passed the ELA Regents, will be placed in the already created E5R class. Teachers will be required to develop two Literacy Units incorporated in the two Project Based Learning.

#### **Instructional strategies/activities**

Teachers' scholarship report at the end of each marking period. Review and item analyses of students' assessments during team meetings after the periodic assessments are administered. A standards' student report discussed with the administrator where teachers will identify students who have not met the standards, approaching standards, meet the standards and exceeding standards. These results and assessment aligned to the Common Core Standards and will take place at the end of each marking period.

#### **Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- The Cabinet is responsible for maintaining a fair and equitable balance between the academic agenda and the limited resources we received from the Department of Education. In addition to our bi-weekly meetings, we have created two additional teams lead by teachers that will provide monthly feedbacks. Building teachers' capacity and promoting the highest dreams and aspirations among our students hung together with an approach of fiscal responsibility. We invest smart to produce competitive students that will succeed in both college and society. There are teachers' per session, professional development as well as OTPS lines devoted to support our teachers and students such as educational software, educational consultants, supplies, textbooks, etc.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

There will be an increase of 1% on the passing average for the Geometry Regents for the class of 2013 from the class of 2012.

**Comprehensive needs assessment**

In correspondence with The Citywide Instructional Expectations, math teachers will engage in revising the curriculum to adhere to CCSS and to foster a rich environment where students will engage in a cognitively challenging mathematics task that requires from them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. By raising the inquiry level, math teachers, are committed to make out of the mathematics an instrument that serves to elevate the level of reasoning, understanding, inferring and proposing solutions to nowadays problems

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

**Instructional strategies/activities**

- By the end of November the Geometry curriculum will be adjusted to better align to the Regents.
- Teachers will continue to work on the CCSS to improve teaching methodologies, strategies and timing. They will also be exposed to a seminar on the CCSS provided by the Network.
- Students will be programmed for additional tutoring no later than November, 2011.
- Acuity exams will be administered from Feb- May 2012. Results will be used to adjust instruction.
- Two Mock Regents exams will be administered.

Results will be used to further address students'

**Strategies to increase parental involvement**

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

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

The Cabinet is responsible for maintaining a fair and equitable balance between the academic agenda and the limited resources we received from the Department of Education. In addition to our bi-weekly meetings, we have created two additional teams lead by teachers that will provide monthly feedbacks. Building teachers' capacity and promoting the highest dreams and aspirations among our students hung together with an approach of fiscal responsibility. We invest smart to produce competitive students that will succeed in both college and society. There are teachers' per session, professional development as well as OTPS lines devoted to support our teachers and students such as educational software, educational consultants, supplies, textbooks, etc.

### **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**

- By August 2013, the percentage of students passing the Global and Geography Regents will increase by 2% while 100% of Global Studies teachers will have created lesson plans aligned to the CCLS.

#### **Comprehensive needs assessment**

Mini observations during the school year using Danielson Framework for Teaching and immediate feedback will be conducted. Social Studies teachers who need support will meet on a weekly basis with the supervisor. A plan will be devised on the first meeting. Three types of observations will be conducted in these teachers' classes; informal and mini observations focusing on the Domains/components. Teachers will devise Regents" based monthly assessment, and analyze its results as a team. These assessments will be skill based and the focus will be on discrete skills. The results should guide their instructions and provide formative and predictive data. The guidance department will program students who have waivers in Global History 1 and 2, in the special curriculum class created for these students. This class will provide the knowledge required to be successful in the Regents Global exam. Literacy units will be developed within Project Based Learning (PBL) projects to support college and career readiness in our student population. The essay format teachers will use will be aligned to the essay format used across the English classes.

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

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

#### **Instructional strategies/activities**

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

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

**Strategies to increase parental involvement**

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

providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

The Cabinet is responsible for maintaining a fair and equitable balance between the academic agenda and the limited resources we received from the Department of Education. In addition to our bi-weekly meetings, we have created two additional teams lead by teachers that will provide monthly feedbacks. Building teachers' capacity and promoting the highest dreams and aspirations among our students hung together with an approach of fiscal responsibility. We invest smart to produce competitive students that will succeed in both college and society. There are teachers' per session, professional development as well as OTPS lines devoted to support our teachers and students such as educational software, educational consultants, supplies, textbooks, etc.

### **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**

*School administrators will conduct frequent mini observations twice per month.*

#### **Comprehensive needs assessment**

*Set the measurable target that will define whether you have met your goal.*

*Supervisors will complete weekly rounds of mini observations. These visit will occur as follow:*

| <i>DATE</i>                        | <i>AREA/FIELD</i>                        |
|------------------------------------|--|
| <i>- September 12 and 19</i>       | <i>Social studies</i>                    |
| <i>- October 3, 17, 24 and 31</i>  | <i>NLA, math, science and ESL</i>        |
| <i>- November 7, 14, 21 and 28</i> | <i>ESL, Social Studies, NLA and math</i> |
| <i>- December 5, 12 and 19</i>     | <i>Science, ESL and ELA</i>              |

*By December we will be posting the mini observations calendar for the spring 2013 semester.*

#### **Instructional strategies/activities**

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

#### **Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ ✓ Tax Levy    \_\_\_\_\_ ✓ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ ✓ Title III    \_\_\_\_\_ ✓ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- The Cabinet is responsible for maintaining a fair and equitable balance between the academic agenda and the limited resources we received from the Department of Education. In addition to our bi-weekly meetings, we have created two additional teams lead by teachers that will provide monthly feedbacks. Building teachers' capacity and promoting the highest dreams and aspirations among our students hung together with an approach of fiscal responsibility. We invest smart to produce competitive students that will succeed in both college and society. There are teachers' per session, professional development as well as OTPS lines devoted to support our teachers and students such as educational software, educational consultants, supplies, textbooks, etc.
- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS)   | Description   |  |   |
|--|---|--|---|
|  | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| <b>ELA</b><br>Tutoring   | Off track students due to poor performance and academic failures.               | Small group  | After school and Saturdays  |
| <b>Mathematics</b><br>Tutoring   | Off track and at risk students (55 – 75)  | Small group  | After school and Saturdays  |
| <b>Science</b><br>Tutoring   | Off track students  | Small group  | After school and Saturdays  |
| <b>Social Studies</b><br>Tutoring  | Off track and at risk students (55 – 75)  | Small group  | After school and Saturdays  |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Individual counseling provided by the guidance counselor and the social worker  | Individual counseling provided by the guidance counselor and the social worker | Individual counseling provided by the guidance counselor and the social worker            |

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The hiring process, at Luperon, is carried by a team composed by teachers (within the field we are interviewing) and led by the Principal to ensure that all prospective candidates are fully licensed. The team approves the criteria and formulates the questions and the rubric to be used. Every member will develop a question and share it with the rest of the team. It is polished and approved by consensus.

The critical elements used lately are: knowledge of the candidate about the school population we served; strategies s/he has used and proven successful with ELLs; vision and mission of the school; use of technology; data driven instruction; Charlotte Danielson; and, how to infuse language acquisition across subject area. The candidates have the opportunity to explore their views on these topics and to build on how they think a progressive educational agenda that does not accept failure as an option. Teachers will be placed and expected to teach within their license area of certification.

The third element is directed to the teacher's self-growth. We explore their commitment not only to the school but to themselves. Teachers will have to identify an area they feel will at their best but also, one they need help with. In agreement with the teacher we build a professional development plan that may include mentoring, weekly meeting with the Assistant Principal, in-house professional development as well as extensive participation in outside events. When choosing outside vendors we manage to build a relationship with the best in the market.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 <b>NANCY SCALA</b> | District <b>06</b> | Borough <b>Manhattan</b> | School Number <b>552</b> |
| School Name <b>GREGORIO LUPERON</b>              |                    |                          |                          |

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

|   |  |
|---|--|
| Principal <b>JUAN VILLAR</b>                    | Assistant Principal <b>MIREYA DE LA ROSA</b> |
| Coach <b>type here</b>                          | Coach <b>type here</b>                       |
| ESL Teacher <b>SORANLLY JIMENEZ</b>             | Guidance Counselor <b>RICAULETE PENA</b>     |
| Teacher/Subject Area <b>SAULIO TUERO</b>        | Parent <b>JULIAN SOSA</b>                    |
| Teacher/Subject Area <b>type here</b>           | Parent Coordinator <b>JESSICA RIOS</b>       |
| Related Service Provider <b>MICHAEL HOFFMAN</b> | Other <b>type here</b>                       |
| Network Leader <b>NANCY SCALA</b>               | Other <b>type here</b>                       |

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

### D. School Demographics

|                                    |            |                      |            |   |               |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | <b>490</b> | Total Number of ELLs | <b>443</b> | ELLs as share of total student population (%) | <b>90.41%</b> |
|------------------------------------|------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

| ELL Program Breakdown   |   |   |   |   |   |   |   |   |   |    |    |    |    |         |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   | 12 | 12 | 13 | 5  | 42      |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |    |    |    |    | 0       |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |         |
| <b>Self-Contained</b>   |   |   |   |   |   |   |   |   |   | 5  | 7  | 5  | 7  | 24      |
| <b>Push-In</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    | 0       |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 19 | 18 | 12 | 66      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |   |                               |   |
|-----------------------------|-----|--|---|-------------------------------|---|
| All ELLs                    | 443 | Newcomers (ELLs receiving service 0-3 years) | 0 | Special Education             | 3 |
| SIFE                        | 287 | ELLs receiving service 4-6 years             | 0 | Long-Term (completed 6 years) | 0 |

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

| ELLs by Subgroups |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|                   | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE               |                  | 287  |                   |                  | 16   |                   |                                    | 2    |                   | 0     |

| 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 |       |
| Dual Language   |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| ESL   |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| Total   | 0                | 287  | 0                 | 0                | 16   | 0                 | 0                                  | 2    | 0                 | 0     |
| Number of ELLs in a TBE program who are in alternate placement: 0 |                  |      |                   |                  |      |                   |                                    |      |                   |       |

### 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  |   |   |   |   |   |   |   |   |   | 155 | 134 | 95 | 106 | 490   |
| 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     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 | 134 | 95 | 106 | 490   |

| 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  |
| <b>TOTAL</b>                                   | 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  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Chinese      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu         |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

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

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

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

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

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

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

## A. Programming and Scheduling Information

for the Regents. Item analysis is done every year after the administration of the ELA and the History Regents exams in order to identify those skills where students need help with, but also to modify instruction, assessment and curriculum.

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

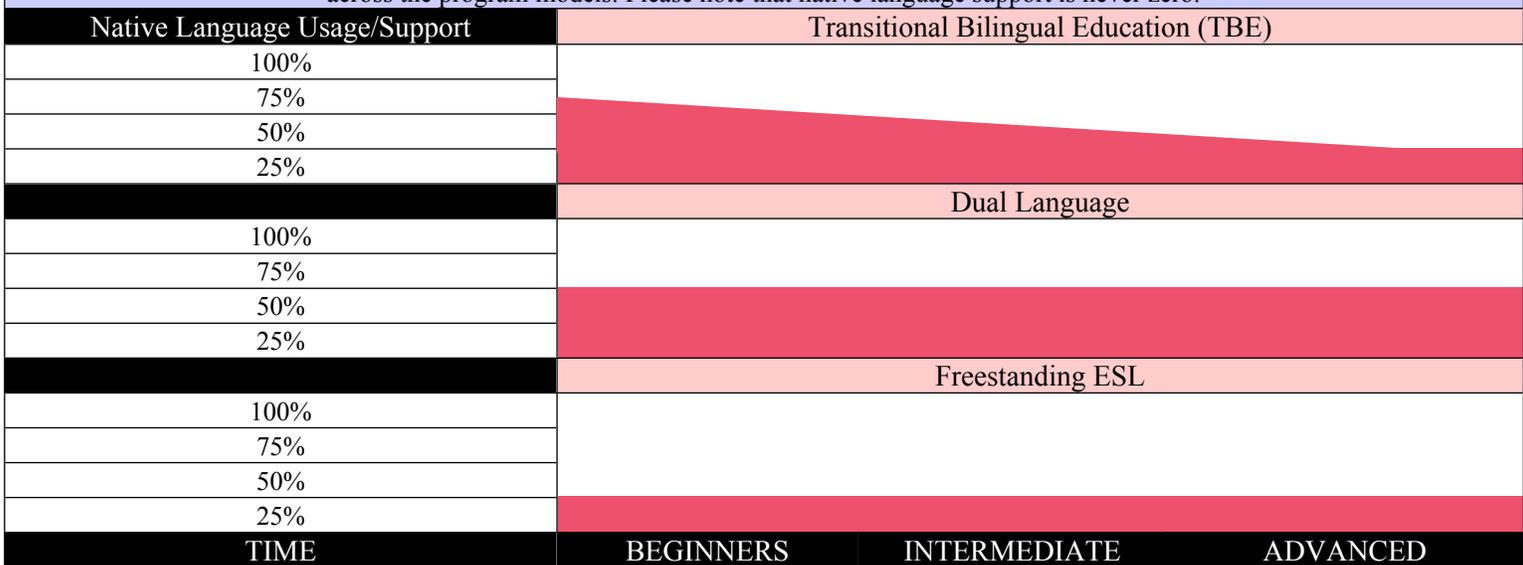
|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA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

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

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

**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.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

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

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

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

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

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

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

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

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

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

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

### E. Parental Involvement

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

|                 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | TOTAL |
|-----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Beginner(B)     |   |   |   |   |   |   |   |   |   | 31 | 39 | 10 | 3  | 83    |
| Intermediate(I) |   |   |   |   |   |   |   |   |   | 22 | 44 | 41 | 41 | 148   |
| Advanced (A)    |   |   |   |   |   |   |   |   |   | 2  | 11 | 11 | 28 | 52    |
| Total           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 94 | 62 | 72 | 283   |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| LISTENING /SPEAKING | B                 |   |   |   |   |   |   |   |   |   | 30 | 49 | 9  | 3  |
|                     | I                 |   |   |   |   |   |   |   |   |   | 21 | 43 | 41 | 41 |
|                     | A                 |   |   |   |   |   |   |   |   |   | 2  | 11 | 11 | 28 |
|                     | P                 |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 7  |
| READING/ WRITING    | B                 |   |   |   |   |   |   |   |   |   | 13 | 34 | 21 | 7  |
|                     | I                 |   |   |   |   |   |   |   |   |   | 10 | 19 | 25 | 73 |
|                     | A                 |   |   |   |   |   |   |   |   |   | 2  | 4  | 6  | 18 |
|                     | P                 |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 5  |

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 4                            |         |    |         |    |         |    |         |    | 0     |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>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           | 82                         |                 |                             |                 |
| Integrated Algebra              |                            | 141             |                             |                 |
| Geometry                        | 66                         |                 |                             |                 |
| Algebra 2/Trigonometry          | 103                        | 0               |                             |                 |
| Math                            |                            |                 |                             |                 |
| Biology                         |                            |                 |                             |                 |
| Chemistry                       | 149                        |                 |                             |                 |
| Earth Science                   |                            |                 |                             |                 |
| Living Environment              |                            | 172             |                             |                 |
| Physics                         | 86                         |                 |                             |                 |
| Global History and<br>Geography |                            | 103             |                             |                 |
| US History and<br>Government    |                            | 69              |                             |                 |
| Foreign Language                |                            | 134             |                             |                 |
| Other                           |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| NYSAA ELA                       |                            |                 |                             |                 |
| NYSAA Mathematics               |                            |                 |                             |                 |
| NYSAA Social Studies            |                            |                 |                             |                 |
| NYSAA Science                   |                            |                 |                             |                 |

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

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

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

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

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

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

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

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

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

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

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

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

### Additional Information

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

NONE

## Part VI: LAP Assurances

School Name: **GREGORIO LUPERON**

School DBN: **06M552**

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **06M552**

School Name: **GREGORIO LUPERON HIGH SCHOOL**

Cluster:       

Network: **CFN/107**

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

**Part A: Needs Assessment Findings**

---

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

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

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

All translations are provided in-house.

## Part B: Strategies and Activities

---

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information   |             |
|--|-------------|
| Name of School: GREGORIO LUPERON HS  | DBN: 06M552 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):  |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:  |
| Total # of ELLs to be served: 300  |
| Grades to be served by this program (check all that apply):  |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 10  |
| # of certified ESL/Bilingual teachers: 10  |
| # of content area teachers:  |

### 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: Title III supplement funds will be used to support 300 ELL and long term ELL 9, 10, 11, and 12 grade students during a supplemental program after school Regents Prep to advance their previous years ELA/Mathematics Regents scores to a higher level. Students will receive instruction in both languages, their native and English. Ten certified Bilingual/ESL teachers will assist students develop their language acquisition as well as getting acclimated to high school culture and environment from November 2012 through June 2013, 4:00pm - 6:00pm, Mondays through Fridays; and Saturday from 9:00am - 1:00pm. Students will use the following materials: notebooks, looseleaf paper, pencils, pens, dictionary, construction paper, glue, etc. . Materials will be used as manipulatives to enhance students learning. Lessons will incorporate reading, authentic writing, kinesthetic and visual activities to improve students English and native language acquisition and develop academic language. The Side by Side program will be used as part of ESL instruction.

### 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: Ten certified Biligual/ESL teachers will participate in several supplemental workshops/conferences (in house and within the iZone Program in the Network) on curriculum mapping, differentiation of instruction, project based learning and how to better infuse technology into instruction to enhance students learning. They will attend a two day (December 4 & 11, 2012) seminar with Apple computers which will be provided by Apple Computers Corporation representative. Teachers will participate in different workshops--provided by a Network iZone Program facilitator--to create an understanding of the design and execution of Project Based Learning, curriculum mapping and differentiation of instruction for the ELL students population. The iZone teachers meet on an ongoing basis every Thursday from 4-6 pm for teacher training on the latest software and Apple applications to improve student achievement.

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: We have a very active Parent Association as well as an effective School Leadership Team. These entities -in conjunction with the school Principal will organize a series of different workshops. Parents -within their monthly meeting- arrange for a presenter to provide workshops on the following topics: Managing Anger and Frustration (November 20); Communication is the Key (December 18); Talking to your Children about Gangs (January 15); Understanding your Child (February 12); Positive Parent-Teacher Communication (March 19); Lowering your Child’s Resistance to Commitment (April 16) and Understanding Cyber-Bullying (May 21). Several providers have been involved such as The Leadership Program, Urban Partnership, Columbia University, and The Hispanic Federation. Parents are notified via phone, mail, leaflets, phone master, etc. Translations services are provided. Workshops are scheduled for the third Tuesday of every month, except June.

**Part E: Budget**

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

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       |                 |   |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> |                 |   |
| Educational Software<br>(Object Code 199)   |                 |   |

**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. |
|-----------------|-----------------|---|
| Travel          |                 |   |
| Other           |                 |   |
| <b>TOTAL</b>    |                 |   |