



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ROCKAWAY COLLEGIATE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q351

PRINCIPAL: ROBERT YOUNG JR.

EMAIL: RYOUNG8@SCHOOLS.NYC.GOV

SUPERINTENDENT: **TAMIKA MATHESON**

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
Robert Young Jr.	*Principal or Designee	<i>Signed Copy on File</i>
Robert Messineo	*UFT Chapter Leader or Designee	<i>Signed Copy on File</i>
Brenda Hopkins	*PA/PTA President or Designated Co-President	<i>Signed Copy on File</i>
	DC 37 Representative, if applicable	
Brandon Williams Abigayle Frederick	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	<i>Signed Copy on File</i>
N/A	CBO Representative, if applicable	
Katrina Brave	Member/ Teacher	<i>Signed Copy on File</i>
Mayleen Dyer	Member/	<i>Signed Copy on File</i>
Shanterri Hood	Member/	<i>Signed Copy on File</i>
Sharon Green-Jeffers	Member/	<i>Signed Copy on File</i>
Ms. Hayward	Member/	<i>Signed Copy on File</i>
	Member/	
	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

- By June 2012, Principal and ISA coaches will conduct 8 informal/formal observations for each of the 10 new teachers using selected component, 3B of the Danielson rubric to provide meaningful feedback.

Comprehensive needs assessment

- Research has established the frequency of teacher observations directly effects student achievement
- Given the predominance of low skill students in our entering cohort it is through good instruction that these students will achieve state standards
- Using a research based-rubric provides a clear unified vision for instruction at Rockaway Collegiate
- Report card data shows a need to improve instruction in SS of which we have 2 new teachers

Instructional strategies/activities

- PD on research based Danielson Framework for Teaching beginning July, 2012
- Under the leadership of the Principal and ISA coach in September-October PD, teachers self assess and create two goals on selected components of a research-based Danielson Framework.
- Professional development committee (which consists of the Principal, ISA coach and 1 teacher) develops and implements a coherent PD plan for teachers that integrates the selected components of a research-based rubric by January 2013
- School leader sets up and follows a schedule for teacher observations and feedback using a research-based rubric ongoing throughout the year
- School leader provides each teacher with a mid-year report that outlines the areas of focus, course pass rates, observations complete, professional contributions, overall commendations, overall recommendations, and Next steps by June, 2013.

Strategies to increase parental involvement

- Inform parents in a Principal's mailing in December, 2012 of school-wide focus on student engagement
- Review mailing in a PTA meeting and P/T conferences in spring, 2013
- Engage parents in conversation about different cultural interpretations of engagement behavior in a classroom

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.

Yes Tax Levy Title I Title IIA Title III Yes Grants Other

If other is selected describe here:

Service and program coordination

- Tax Levy
- SWP
- Title III

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

By June 2013, 80% of students (not including LTAs) will perform at a developing or proficient level of using common core aligned units of study that teachers will develop in math and English increasing students college and career readiness

Comprehensive needs assessment

- 74% of entering students performed at levels 1 or 2 on their 8th grade Math
- 75% of entering students performed at levels 1 or 2 on their 8th grade ELA
- Research shows that students who are able to use evidence to support arguments gain a higher level of college and career readiness, a measure of growing importance in the DOE progress report

Instructional strategies/activities

- Series PD on CCSS with all teacher throughout the 2012-2013 school year
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments across classrooms
- Teachers meet weekly to assess student work and plan lessons that demand evidence to support a claim.
- Teachers meet bi-weekly to develop a rubric and assess the use of evidence to support a claim in student work.

Strategies to increase parental involvement

- Inform parents in a Principal's mailing throughout the year of school-wide focus on evidence to support arguments
- Review mailings at PA, SLT meetings and P/T conferences in spring
- Engage parents in conversation Common Core State Standards
- Create and launch school web-site providing parents and students resources to become more familiar with CCSS

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.

 Yes Tax Levy Yes Title I Title IIA Title III Yes Grants Other

If other is selected describe here:

Service and program coordination

- Tax Levy
- SWP
- Title III

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 June, 2013 100% of RCHS staff will actively participate in a grade level professional learning community.

Comprehensive needs assessment

- Research shows that professional learning communities where teachers and administrators share their learning, raises the level of instructional effectiveness to the benefit of student achievement.
- Research shows that the professional learning community is a powerful staff development approach and a potent strategy for school change and improvement.

Instructional strategies/activities

- Assign ISA coach to lead grade team meetings for the school year.
- Identify a co-facilitator to work with the ISA school coach on planning meetings, facilitating meetings, and monitoring the team's progress toward its goals.
- Assign teacher per grade to lead Advisory team meetings for the school year.
- Assign teacher per grade to lead Kid Talk meetings for the school year.
- Assign a teacher per grade to lead Inquiry team meetings for the school year
- Create a master schedule that allows for the grade team to meet together Monday – Thursday one period per day.
- Collaborate with all teams to establish a case conferencing protocol for supporting individual students who are struggling.
- Design and implement protocols for sharing and fine-tuning curriculum, including evaluations of student work products, to support development of college-preparatory curriculum.

Strategies to increase parental involvement

- Inform parents in a Principal's mailing throughout the year of school-wide focus on the effectiveness of the PLC
- Review mailings at PA, SLT meetings and P/T conferences in spring
- Engage parents in conversation what the PLC should look like
- Create and launch school web-site

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.

Yes Tax Levy Yes Title I _____ Title IIA _____ Title III Yes Grants _____ Other

If other is selected describe here:

Service and program coordination

- Tax Levy
- SWP
- Title III

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

- Establish an effective advisory program for intensive socio/emotional and academic support for all students across all grades.

Comprehensive needs assessment

- We want to ensure a fluid curriculum from 9th to 10th grade
- Create a complete 4 year advisory curriculum that promotes college and career readiness among all students.
- Research states that advisory programs can play a critical role in a school's overall academic and student support services plan.
- Research states advisories are a primary vehicle for creating a more personalized learning environment where all students are well known by at least one adult.
- Research states advisory provides a structure and a set of practices for monitoring and supporting students' academic progress and college and career readiness throughout their high school career.

Instructional strategies/activities

- Gather and review existing advisory curriculum materials from multiple sources.
- Conduct advisory team meetings on a weekly basis during the school year.
- Establish shared school-wide norms for advisory classes.
- Observe advisory formally and informally to provide feedback to teachers.
- Assign new teachers in-house mentor and instructional coach for support implementing advisory.

Strategies to increase parental involvement

- Inform parents in a Principal's mailing throughout the year of school-wide focus on the effectiveness our Advisory program
- Meet with PA executive board to discuss school tone and climate
- Review mailings at PA, SLT meetings and P/T conferences in spring
- Engage parents in conversation what an effective advisory program should look like
- Create and launch school web-site

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.

Yes Tax Levy Yes Title I _____ Title IIA _____ Title III Yes Grants _____ Other

If other is selected describe here:

Service and program coordination

- Tax Levy
- SWP
- Title III

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.).
ELA	7 50 minute periods of instruction After school tutoring Saturday School	Group	During the day After school Saturdays
Mathematics	7 50 minute periods of instruction After school tutoring Saturday School	Group	During the day After school Saturdays
Science	6 50 minute periods of instruction After school tutoring Saturday School	Group	During the day After school Saturdays
Social Studies	After school tutoring Saturday School	Group	During the day After school Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling afterschool and Saturdays	Group and Individual	During the day After school Saturdays

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.

Recruitment: Teachers are encouraged to participate in the hiring process. Each year, the school offers teachers the opportunity to apply to join the hiring committee which interviews and meets with prospective candidates. The school continually receives and reviews resumes from teachers from various backgrounds. If a position cannot be filled through the Open Market Transfer System, the Committee reaches out formally and informally to area universities and graduate programs, as well as to the Network, for qualified candidates. After an initial telephone interview, applicants who are highly qualified and appear to be a good match to the school are invited to a interview which includes the entire hiring committee. In revising resumes and during the interview process, the team looks for education and experience which reflects a thorough knowledge of the current New York State Education initiatives and mandates, including that of the Common Core Goals

Retention: Teachers are supported by administration through the following:

- New teacher mentors for all new teachers
- Weekly group meetings with teachers which targeted professional development
- Individual meetings to support and assist with specific challenges
- Planned faculty retreats to team build and align goals

There are informal and formal observations in addition to a mid-year “conversation” in which teachers reflect on their areas of strength as well as the areas in which could use improvement. It is a collaborative effort to identify, target and improve the teacher performance in a comprehensive manner.

Assignments: Teachers are assigned according their state licensure but may be utilized in other areas if they express an interest or have a special expertise, and/or if there is a student need, as long as it does not violate the UFT contract or it cannot be accommodated because of budget restraints.

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Christopher Groll/Malika Bibbs	District 27	Borough Queens	School Number 351
School Name Rockaway Collegiate High School			

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

Principal Robert Young, Jr.	Assistant Principal N/A
Coach Mary Sayers	Coach Dr. Katz/Mathematics
ESL Teacher Sorinica Robinson	Guidance Counselor Keri Bennett
Teacher/Subject Area Linda Nelson, English	Parent Brenda Hopkins
Teacher/Subject Area Katrina Brave, SESIS	Parent Coordinator Jennifer Cooke
Related Service Provider Carol Centrone	Other Vivian Kahn, ESL Coordinator
Network Leader Malika Bibbs	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	235	Total Number of ELLs	15	ELLs as share of total student population (%)	6.38%
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Part II: ELL Identification Process

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

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

Rockaway Collegiate High School follows the mandated steps for the initial identification of students who may be entitled English Language Learners. We administer the Home Language Survey (HLIS) which includes the informal oral interview in English and in the native language. The persons responsible for conducting the initial screening are our ESL licensed teacher, Ms. S. Robinson, our ESL licensed ESL Coordinator, Ms. V. Kahn, our counselor, Ms. Maldonado and our director, Ms. J. Cooke. Our ESL Coordinator, Ms. Kahn is our LAB Coordinator, with the assistance of our Testing Coordinator, Mr. R. Messineo.

We follow the "New York State LEP Identification Process," which involves (1) screening, (2) initial assessment, (3) program placement, and the (4) annual assessment. The first step is administering the Home Language Questionnaire, the HLIS. If it is determined that the home language is other than English, according to guidelines for the HLIS, an informal interview is conducted in the Native Language and English. If the student speaks a language other than English, or speaks little or no English, and as determined by responses on the HLIS, the LAB (R) (English) is administered. If the student scores Beginning, Intermediate or Advanced Level the student is identified as LEP, an English Language Learner (ELL). We then administer the LAB (Spanish) if the home language is SP. The LAB(R) and LAB (Spanish) are on-going tests during the school year for our new admits, code 58s. We hand score the test immediately and the tests are sent in to scanning at our Borough Assessment Office six times per year per Memorandum #2, New York City Department of Education. Entitled students are placed in our free-standing ESL Program. Parental Choice is noted after filling out the initial questionnaire and program selection. We explain that parents have a transfer option to a Bilingual Program if that program is offered in a contiguous district.

The annual assessment is The New York State English as a Second Language Achievement Test, the NYSESLAT, administered every Spring. This test consists of Listening, Reading, Writing and Speaking subtests. The next administration is in the Spring of 2013. We ensure that all four components of the NYSESLAT are administered per NYSED and NYCDOE guidelines, with each subtest of listening, reading and writing administered on a separate day in May during the test administration period, and the individual speaking subtest is administered one-on-one by the licensed ESL teacher using the NYSED scoring guide and sheet. Students remain identified as English Language Learners, receive all mandated units of ESL, and participate in our Free-Standing English as a Second Language program until they receive a "P" Proficient (Pass) on the latest administration of the NYSESLAT.

Rockaway Collegiate High School has structures in place to ensure that our parents understand all program choices. At admission, all forms and surveys are available to our parents in translated versions, in our case this school year, in Spanish, French, Arabic, and

Haitian. The initial identification process includes the Parent Survey and Parent Program choice letters. Our program choice is Free-standing ESL, explained in the language the parent speaks: we have staff members who speak Spanish and French and we can access the Department of Education's Translation Unit if needed, with translations by phone and/or in writing. The parent is informed of the results of the LAB (R) and an initial placement letter is sent to the parent. Students sign for these letters and receipts are returned and kept on file. Our Parent Coordinator conducts a Parent Orientation and gives an orientation of our programs. The outreach is throughout the year. Parents are invited to workshops, all parent contact is translated, interviews and orientations are on-going as we have new admits throughout the academic school year. Our timeline is from September 2012 to June 2013. In order to communicate with parents the following parental notification letters are distributed and offered in translated versions: C: Entitlement Letter, D: Parent Survey and Program Selection, E: Non-Entitlement Letter after a Proficient (Pass) on the LAB (R), F: Placement Letter, G: Continued Entitlement Letter, H: Non-Entitlement Transition after first Pass/Proficient on the NYSESLAT. As stated in this document, if a form is not returned, the default program for ELLs at Rockaway Collegiate High School is ESL as per CR Part 154 since we do not have sufficient numbers of one language group to form a Bilingual Program at this time.

Rockaway Collegiate High School, 27Q351, is now in its second year. We currently have 4 ninth and 4 tenth grade classes. The current total number of ELLs in our building is 15, representing 5 home languages: Spanish, Arabic, French, Haitian Creole and Fulani.

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 type="checkbox"/>	No <input checked="" 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1			2
Push-In										1	1			2
Total	0	0	0	0	0	0	0	0	0	2	2	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	4
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	2	1	3		1	3		2	15
Total	9	2	1	3	0	1	3	0	2	15

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other										1				1
TOTAL	0	6	9	0	0	15								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Rockaway Collegiate H.S., 27Q351, currently has 15 English Language Learners in grades 9 and grade 10. These students represent 5 different language groups in our free-standing ESL program. The ESL classes are heterogeneous, containing mixed proficiency levels. The organizational model is departmentalized; it is a block program where the class travels together to ESL, and travels to their content area classes with their homerooms, for example, English Language Arts, U.S. History & Government, Global Studies, Living Environment, Chemistry, Physical Setting/Earth Science, Integrated Algebra, Algebra 2/Trigonometry, and Geometry as well as Physical Education. Our ELLs also attend an additional class, and may attend different classes such as Health and Nutrition, Poetry, American Sign Language, Photo Journalism, Girls Empowerment, Theater Arts, Mathematics, Technology and United Nations classes. Students receive the mandated number of periods of ESL determined by their level on the NYSESLAT (we provide 4 periods of ESL and 5 periods of ELA for the LAT Advanced students, 8 periods of ESL for the LAT Intermediate and 12 periods for Beginning level students, we currently only have 2 beginning level students). This organization ensures that the mandated number of instructional minutes is provided according to the students' proficiency levels in each program model.

Instruction is in English in our Free-Standing ESL program, native language support is offered as needed.

The content areas in our English as a Second Language program are provided in English, with support offered by the ESL teacher, including use of bilingual dictionaries and glossaries, materials in the native language, and linguistic grouping by levels. The ESL teacher differentiates instruction in the classroom, and provides scaffolding, based on level of linguistic acquisition. For the 2012-2013 school year

A. Programming and Scheduling Information

there is application of the Common Core State Standards for English Language Learners: all students are held to the same high expectations with our ELLs offered additional time (as a test modification, for example), appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. The Common Core State Standards provide rigorous grade level expectations in the 4 language acquisition areas of listening, speaking, reading and writing. For example, in mathematics, ELLs are "capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms - such as objects, drawings, inscriptions, and gestures - as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language." (The National Governors Association Center for Best Practices and the Council of Chief State School Officers).

Rockaway Collegiate High School's instructional approaches and methods enrich language development and make content comprehensible for our English Language Learners. Scaffolding offers teacher support for learning through instruction, modeling, questioning, and feedback. Language development is enriched by our stress on the acquisition of academic language; this is provided in all subject areas. Instruction for ELL subgroups is differentiated by the ESL teacher and content area teachers, based on the particular lesson. Data drives the instruction in ESL with the LAT results and the LAT Modality Report, providing levels B (Beginning), I (Intermediate), A (Advanced) by sub-tests, and the latest NYSED (New York State Education Department) test results providing data for grouping and addressing student's individual needs. RCHS teachers all have access to all data, have a data folder and the information is updated as necessary. 80% of the ELLs at RCHS are here 6 years or less, we have data from our feeder schools, and we have LAB (R) results for our new admits to the NYC school system.

Our plan for SIFE (Students with Interrupted Formal Education) students begins with the identification and screening of students who enter as new entrants to the New York City Public School System, code 58's, with a HLIS (Home Language Information Survey) of a language other than English (OTELE). A thorough review of the HLIS, particularly page 2, which informs us of prior schooling experience, and parent interview, gives us background information as to how to best assist these students. In the 2012-2013 school year we currently have 2 identified SIFE English Language Learner (ELL) students who continue to progress. One student achieved an "A", Advanced and one student scored "I", Intermediate on the NYSESLAT they have shown great growth: from a total score of 39 in 2011 to a total score of 80 in 2012, the other student scored a total of 96 in 2012. We will continue to service these students in ESL and offer extra tutoring. In reference to the ELA the scores are 1's and 2's. Therefore, teacher assessment of skills, and appropriate grouping for instruction, is crucial. In grade 10, the content area teachers report our students will be taking Regents Examinations in January 2013. Our SIFE students continue to progress and teachers utilize strategies to increase their English Language Proficiency, scaffolding, using visual support, graphic organizers, etc. The use of the SMARTboard in our classes offers visual support for our ELLs. Our plan is to acquire content area materials for our ELLs. All of our English Language Learners are entitled to test modifications, including extended time, special location, use of bilingual glossaries, and translated versions of exams.

Our newcomer ELLs in the ESL Program receive differentiated instruction, teacher and native language support, and all afore-mentioned interventions. ELLs receiving service for 4 to 6 years attend our ESL program with our ESL teacher, Ms. Robinson. We will be obtaining a computer program with high interest, for this group, too. Teachers utilize technology, for example SMART boards, and offer instruction and strategies appropriate for those students receiving services 4 to 6 years. We currently have 3 Long-Term ELLs, here more than 6 years. Our ELLs having special needs are programmed according to the Individualized Educational Plan (IEP), have small group instruction and/or are in a Collaborative Teaching (ICT) class. We have 4 IEP/ELLs at Rockaway Collegiate High School. These students are placed in the least restrictive environment; they are in collaborative team-teaching classes.

The content areas in our ESL Program are provided in English with support offered by the ESL teacher, including use of bilingual dictionaries and glossaries, materials in the native language, and linguistic grouping by levels. For the 2012-2013 school year there is application of the Common Core State Standards for English Language Learners: all students are held to the same high expectations with our ELLs offered additional time (as a test modification, for example), appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

ELLs with IEPs (Individualized Education Plans)/SWD are serviced by licensed content area teachers and teachers of students with disabilities in a collaborative team-teaching setting, the least restrictive environment. The ESL teacher confers with this team to plan for the diverse needs of this particular school population. We currently have 4 students who are ESL students and who have an IEP for the 2012-2013 academic school year.

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				
Social Studies:				
Math:				
Science:				

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

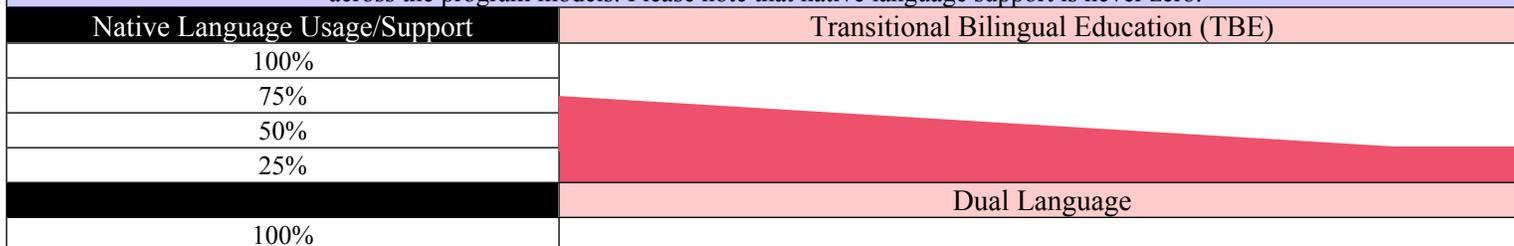
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

Rockaway Collegiate High School has targeted interventions programs for ELLs in ELA, math, and content area studies. As we currently have 15 ELLs these interventions are for our current grades 9 and 10. Our ELLs are comprised of subgroups Advanced= 6 students, Intermediate= 7 students, and Beginning= 2 students. In English Language Arts and ESL we offer differentiated instruction to support the different learners in a class. We have an extended day from 8:30-4:30 which gives our ELLs an opportunity to improve their English language acquisition with more exposure to English. They are supported by faculty who speak Spanish, Haitian Creole and French. RCHS offers inquiry based instruction, small group tutoring before and after school, a Saturday Program and one-hundred minute blocks of instruction in ELA. In reference to mathematics, these interventions are also provided. In addition, we offer 6 periods of instruction per week in Science. Every ELL student has been given a comprehensive Glossary of Terms for the content area in his or her native language. We offer continuing transitional support for ELLs reaching proficiency on the NYSESLAT. For the 2012-2013 school year we have 3 students who fit this criterion. They meet with the ESL coordinator for feedback on success in academic subjects, are offered assistance as needed, and are offered all testing modifications per the NYSED guidelines including continuation of test modifications for those students who are "Proficient/Passed" the NYSESLAT in 2011 and 2012. We also currently have 4 ELL students at RCHS with IEPs, those who require mandated counseling services meet with the social worker for individual and group counseling once or twice a week. RCHS is now in its second year, we will plan for new programs as our ELL population grows. ELLs are afforded equal access to all our school programs. They have extra support for their core courses and participate in RCHS's "closing the achievement gap," programs. Instructional materials include portfolio work, glossaries, teacher-prepared materials and we will purchase texts and additional glossaries and picture dictionaries for this school year. As for technology, we have a Computer Lab, SMART boards and all students have access to laptops. Due to our current population and distribution of language groups, we have an ESL Program model at RCHS. Native language support is delivered through use of glossaries, dictionaries, translated examinations and study of past translated examinations. We currently have faculty members who speak Spanish, French, and Haitian Creole which also provides support for our English Language Learners. These required services support and resources do correspond to our ELLs ages and grade levels, grade 9 and 10. Newly enrolled ELLs participate in our July Orientation Program, an activity that takes place before the beginning of the academic school year. We also currently offer French as a course, LOTE: Languages Other Than English and our ELLs can also take this elective. A review of NYC Department of Education NYC School Survey 2011-2012 report, page 13, states that 100% of the teachers at Rockaway Collegiate High School agree that, "My school ensures English Language Learners receive the same curriculum as their non-English Language Learner peers with appropriate supports, i.e., scaffolds, native language, and culturally responsive instruction." This consensus is a testimony to how RCHS affords our ELLs equal access to all school programs.

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)?

N/A

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.

Rockaway Collegiate High School has a highly developed Professional Development plan. All teachers of ELLs actively participate in grade level professional learning communities as measured by a minimum of 20 inter-visitations and 10 peer feedback sessions. Research has shown that the professional learning community is a powerful staff development approach and a potent strategy for school change and improvement. We have an ISA coach to lead grade team meetings and have created a master schedule that allows for the team to meet together on a weekly basis for a minimum of 90 minutes. In this setting they collaborate to establish a case conferencing protocol, addressing the needs of our current ELLs and transitional ELLs. They design and implement protocols for fine-tuning the curriculum, evaluating student work, and support the development of college prep.

The ESL Coordinator, Ms. Kahn, and the ESL teacher, Ms. Robinson, provide support for teachers of our ELLs as they transition from middle school to our high school. For example, our ESL coordinator ensures that all content area teachers, as well as students, have New York State Education glossaries in target languages for their particular subject area.

The ESL Coordinator and ESL teacher also provide training during RCHS Professional Development sessions, for example, strategies to work with ELL students in mainstream classes. There is also co-planning and feedback on how our ELLs are progressing. Since we have 15 ELLs in our ESL program they are in 4 different homerooms, one 9th grade and 3 10th grade, so there are grade PDs and subject area PDs which always include ELL personnel at our school.

Our goal at RCHS is "to college and beyond," and our professional development activities support this motto for our English Language Learners. Our school questionnaire reflects the satisfaction of teachers with the professional development program, 100% of teachers agree that, "professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated." Other statements also support our PD program 100%, for example, "my professional development experiences this school year have included enough time to think carefully about, try, and evaluate new ideas," and "have been closely connected to my school's plan for improvement."

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?

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of our Parent Involvement Policy is to develop a program that ensures effective involvement of the parents and community at RCHS. We keep parents informed by actively involving them in planning and decision-making in support of the education of their children. All parents, including parents of our English Language Learners, are encouraged to actively participate in the School Leadership Team, Parent Association and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school supports parents and families by providing materials and training to help parents work with their children to improve their achievement levels, e.g., literacy, math and use of technology. We provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children and foster a caring and effective home/school partnership to ensure that parents can effectively support and monitor their child's progress. We provide assistance to parents, in the language they understand, in reference to standards and assessments, school and parent related programs, meetings and other activities. Part of our professional development program provides opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

One way to evaluate the needs of our parents is through feedback at parent meetings and responses to our NYC Department of Education school survey. Our parent policy was designed after a careful assessment of the needs of all parents and 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 to improve the social and academic quality of Rockaway Collegiate High School.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0			2
Intermediate(I)										2	5			7
Advanced (A)										2	4			6
Total	0	0	0	0	0	0	0	0	0	6	9	0	0	15

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

NYSESLAT Modality Analysis

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

NYS ELA

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	9		4	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	6		3	
Physics				
Global History and Geography				
US History and Government	8		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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.

Rockaway Collegiate High School uses the Language Assessment Battery for test-entitled students at admission. The data from this assessment informs us as to the ESL level of our students: Beginning, Intermediate, Advanced or Proficient. For the 2012-2013 school year we have 2 Beginning students, 2 Intermediate students and 2 Advanced students in grade 9. In grade 10 we have 5 Intermediate students and 4 Advanced students. We also look at years in an English Language School System, noting that 12 out of 15 ELLs, 80%, are here six years or less. We have 3 long-term ELLs here six or more years. This information helps to inform our school's instructional plan for these students. Patterns across the NYSESLAT modalities indicate that our students need continued work in reading and writing.

As a new high school we reviewed the Regents Examinations our ELL students took in the 2011-2012 academic school year. The most success was in the Integrated Algebra Regents Examination with 50% of our ELLs achieving a passing score. Eight students took the exam with four passing. In reference to science, only 5 students took the Regents Examination in Living Environment and two passed. Of the seven students who took the United States History Examination, none passed, indicating the need for continued acquisition of a strong academic vocabulary for this content area. We have provided extensive glossaries of academic language for these content areas for the 2012-2013 school year and will continue to work on language acquisition, and comprehension of content, in order to help students succeed in all upcoming assessments.

As always, "data drives instruction," and an analysis of the data informs us as to the progress our English Language Learners are making and helps us evaluate the success of our program for ELLs. Success for our English Language Learners is not just success on examinations, but a continued growth of language acquisition, increase in social and academic vocabulary, participation in all school programs, extracurricular activities, and inclusion in the entire school community. These are objective measurements and subjective evaluations, ensuring that our English Language Learners achieve success.

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.

Rockaway Collegiate High School is now in its second year. We currently have 15 students representing 5 different language groups: Spanish, Arabic, French, Fulani and Haitian. These students are showing great progress. An analysis of these students with a 2011 NYSESLAT score and a 2012 NYSESLAT score indicate growth for 8 out of 10 students, with the other 2 having a stable score. One student progressed from a total score of 67 in 2011 to 98 in 2012 achieving proficiency. We have seen small growth and some outstanding gains of 14, 31 and 41 points. And, as previously stated, 100% of our teachers agree that Rockaway Collegiate High School ensures that our English Language Learners receive the same curriculum as their non-English Language Learner peers with appropriate supports of scaffolds, native language, and culturally responsive instruction." We will monitor our ELLs closely and look forward to continued growth for the 2012-2013 school year.

Part VI: LAP Assurances

School Name: <u>Rockaway Collegiate HS</u>		School DBN: <u>27Q351</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Young, Jr.	Principal		11/13/12

School Name: Rockaway Collegiate HS**School DBN: 27Q351****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
N/A	Assistant Principal		11/13/12
Jennifer Cooke	Parent Coordinator		11/13/12
Sorinica Robinson	ESL Teacher		11/13/12
Brenda Hopkins	Parent		11/13/12
Linda Nelson	Teacher/Subject Area		11/13/12
Katrina Brave	Teacher/Subject Area		11/13/12
Mary Sayers	Coach		11/13/12
Dr. Katz	Coach		11/13/12
Keri Bennett	Guidance Counselor		11/13/12
Malika Bibbs	Network Leader		11/13/12
Vivian Kahn	Other <u>ESL Coordinator</u>		11/13/12
Eileen Maldonado	Other <u>Social Worker</u>		11/13/12
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q351

School Name: Rockaway Collegiate High School

Cluster: 4

Network: CFN404

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.

Data used to assess our school's written translation and oral interpretation needs include a review of the Home Language Information Survey (HLIS) and ATS data, which indicate the languages spoken at home. Specifically, we run the ATS report RPOB, the Place of Birth Report, by home language indicator. This tells us all the home languages at RCHS. We currently have 6 home languages of all students: English, French, Haitian, Spanish, Arabic and Fulani. Students identified as English Language Learners (ELLs) have 5 home languages: Spanish (8 students), Haitian (1 student) Fulani (1 student who also speaks French), Arabic (2 students) and French (1 student). Disaggregated data is also available in our school's Language Allocation Policy document. Our Parent Coordinator will also be consulted as to the needs of Rockaway Collegiate High School and translations. Our Parent-Teacher Association will have input into this process. A school-wide survey may also be sent home with the students as a needs assessment. Requests by staff are immediately addressed and RCHS ensures our parents are provided all information in a timely manner in the language they understand.

2. Summarize the major findings of your school's written translation and oral interpretation needs.

Describe how the findings were reported to the school community.

The major findings of our schools' written translation and oral interpretation needs were to have all parent correspondence translated into Spanish, with a small number of parents needing translation in Arabic (2), French (1), Haitian (1) and Fulani (and/or French). In

reference to parents of our English Language Learners (ELLs) most of our ELLs are Spanish speaking, with lower incidence languages listed above. We will make use of written translations and oral interpretation provided by the Department of Education, private services recommended by the DOE or by translators currently on our staff. As many of our teachers speak Spanish, and we have speakers of French on the faculty, there was a need for a small number of teachers to have translations for parent-teacher conferences, such as Open School Night.

The Department of Education offers a phone-in translation service which may be used. We plan to use the DOE translation unit as well as LIS for low incidence languages interpretations during test periods.

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.

RCCHS: Rockaway Collegiate High School will ensure that Limited English Speaking parents will be provided with a meaningful opportunity to participate in, and have access to, all programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent written notices, including school and central office notices, lunch applications, flyers, and parent information in English and Spanish and other identified languages. These services are provided by in-house and school staff providing the translations and parent volunteers as needed. For low incidence languages, we will make use of the Language Translation Services on RFP#1B440 from the Department of Education contracts, outside vendors, and/or from our Department of Education.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A.

As of this writing, the school will utilize oral interpretation services during Open School Conferences as listed above and we plan to utilize oral interpretation if needed during Regents Testing for those ELL students who require interpretation and for which the Regents Examination is not available in their language.