



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: HOLCOMBE L. RUCKER SCHOOL OF COMMUNITY RESEARCH

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X332

PRINCIPAL: SHARIF RUCKER

EMAIL: SRUCKER@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sharif Rucker	*Principal or Designee	
Daniel Aulbach	*UFT Chapter Leader or Designee	
Dotlyn Grant	*PA/PTA President or Designated Co-President	
Kerry Roberson	DC 37 Representative, if applicable	
Bianca Reyes Asad Moody	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Morris Heights Health Center	CBO Representative, if applicable	
Dr. Chanemia Singleton	Teacher/SLT Chair	
Mr. Frote Edwards	Member/Parent Chair	
Mr. Raymond Ortiz	Member/Parent Co-Chair	
Lakisha Cobboll	Member/Parent Secretary	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

- Teachers will devise and use rigorous tasks to assess student performance and to evaluate curriculum.

The school will use the following resources to accomplish this goal:

- Teacher per diem allocated for coverage when teachers attend PD and/or participate in developing curriculum aligned to the CCLS.
- Teacher per session rate allocated for one teacher to supervise peer tutoring program after-school four days per week for eleven weeks.
- Title I Allocations for teacher per session of teachers who actively participate in Curriculum Development
- Title I curriculum and staff development monies spent on partnership with National Teachers Network professional development coaching support
- Teacher per session rate allocated for six teachers to teach regents prep program on Saturdays for nine weeks.
- Supervisor per session rate allocated for an assistant principal to supervise building for the after school program (PM School and Peer Tutoring) for four days per week for eleven weeks.
- School OTPS allocated to support mailings to parents
- Title I Allocations for teacher per session of teachers who actively participate in Curriculum Development
- Title I curriculum and staff development monies spent on partnership with National Teachers Network professional development coaching support
- Teacher and principal per session allocated for Data Inquiry Team.
- Teacher per session rate allocated for six teachers to teach during our Saturday regents prep program for nine weeks.
- Allocation for supplemental instructional books.

- OTPS money allocated to purchase supplies and/or other materials needed for the PM School Program.
- School OTPS funds allocated to support clerical supplies
- Tax Levy money allocated to purchase Smart boards for the classroom.
- Title I Allocations for teacher per session of teachers who actively participate in Curriculum Development
- Title I curriculum and staff development monies spent on partnership with National Teachers Network professional development coaching support
- Data Specialist and Data Inquiry Team allocation title I per session allocated.
- Title I Allocations for teacher per session of teachers who actively participate in Curriculum Development
- Title I curriculum and staff development monies spent on partnership with National Teachers Network professional development coaching support
- Allocation for supplemental instructional books
- Focus allocation to support teacher per session in targeted credit accumulation.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Build on promising practices to raise the level of questioning to ensure all students demonstrate more robust student writing and classroom discourse.

Tenet # 4 TEACHER PRACTICES AND DECISIONS

- 3.3 Units and lesson plans 4.3 Comprehensive plans for teaching
 4.2 Instructional practices and strategies 4.5 Use of data: Teacher Practices & Decisions

Annual Goal #3

- By June of 2013, we will continue to deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations (CIE). Specifically, in literacy, social studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. Professional development using 3b, Questioning and Discussion of Charlotte Danielson’s framework, will be utilized to invite students to formulate hypotheses, make connections, or challenge previously held views. Questions will be open-ended and allow for multiple responses. In addition, all students will engage in mathematical study which requires fluency, application, and conceptual understanding using the SOLVE method.

Instructional strategies/activities

- We will engage all students in 8 Common Core-aligned units of study (two in math, two in ELA, two in social studies, and two in science) aligned to strategically selected standards as demonstrated by authentic student work, a shift in planning units of study as well as deeper understanding of complex text and its uses.
- We will engage all students in at least 2 common core units of study in Mathematics aligned to strategically selected standards as demonstrated by authentic student work, a shift in planning units of study that reflects the major work of the grade as indicated by the CIE. One unit will be completed by January 29, 2013 for all students. The second unit will be completed by June 7, 2013 for all students.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

September 2012-June 2013

- School leadership will meet weekly with administrators and teacher leaders, join team meetings on a regular basis, and coordinate this work across grades.
- Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:
In Math; require fluency, application, and conceptual understanding
In Literacy, social studies and science; require students to ground reading, writing, and discussion in evidence from text. As well, build a solid

foundation of text dependent questioning strategies to support deeper inquiry into content.

- Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development.
- Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS
- Teacher teams will meet regularly to design and edit formative and summative assessment tools in order to constantly review curriculum maps for changes.
- Teachers will devise and use rigorous tasks to assess student performance and to evaluate curriculum.

The school will use the following resources to accomplish this goal:

- School OTPS funds allocated to support clerical supplies
- Title I Allocations for teacher per session of teachers who actively participate in Curriculum Development
- Title I curriculum and staff development monies spent on partnership with National Teachers Network professional development coaching support
- Educational consultant title I monies spent on partnership with National Teachers Network professional development coaching support
- Title I money allocated to purchase desktop computers for students.
- Tax Levy allocated for educational software to support student academically through the ILearn Program software.
- Title I Allocations for teacher per session of teachers who actively participate in Curriculum Development
- Title I curriculum and staff development monies spent on partnership with National Teachers Network professional development coaching support
- Allocation for supplemental instructional books.
- Focus allocation to support teacher per session in targeted credit accumulation.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Leverage strong team collaborations to deepen analysis of learning challenges and further effective classroom practices to accelerate trajectory of student mastery

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

___ 2.3 Systems and structures for school development ___ 2.5 Teacher effectiveness ___X 4.2 Instructional Practices & Strategies
___ 2.4 School leader’s use of resources ___ 3.4 Teacher collaboration -----4.5 Use of data: Teacher Practices & Decisions

Annual Goal #4

- Continue through June 2013, to build capacity in Assistant Principal in managing Grade Leadership Teams and Curriculum Leadership teams to effectively implement newly created grading policy, Datacation and Charlotte Danielson’s Framework for Teaching.

Instructional strategies/activities

- Will assist AP in engaging teacher grade leaders in building and implementing effective meeting protocols, effective monitoring of grade team productivity and effectiveness in communicating clear and achievable expectations to teacher teams.
- Will assist AP in building, revising and monitoring a rigorous and achievable work plan for the year to support her effective management of day to day task to meet city wide expectations, school’s instructional framework and mission of collaboration and community.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Facilitate teacher to teacher inter-visitations and formative classroom observations by school leaders.
- School leadership will meet weekly with administrators and teacher leaders join team meeting on a regular basis and coordinate this work across grades.
- Teacher teams will meet regularly to design customized reports using Datacation to inform teacher invention and potential academic intervention programs.
- Teacher teams will meet regularly to design and edit formative and summative assessment tools in order to constantly review lesson planning.

The school will use the following resources to accomplish this goal:

- Tax Levy allocated for educational software to support student academically through the ILearn Program software.
- Teacher per session rate allocated for one teacher to supervise peer tutoring program after-school four days per week for eleven weeks.
- OTPS money allocated to purchase supplies and/or other materials needed for the peer tutoring, regents prep and PM school.
- Teacher per session rate allocated for six teachers to teach during our Saturday regents prep program for nine weeks.

- Supervisor per session rate for an assistant principal to supervise the after school (PM School and Peer Tutoring) for four days per week for eleven weeks.
- Supervisor per session rate for an assistant principal to supervise the regents prep on Saturdays for nine weeks.
- Title I Secretary and School Aid per session money allocated to support the school with our AIS Programs (PM School and Regents Prep) between the months of March and June.
- Title I Allocations for teacher per session of teachers who actively participate in Curriculum Development
- Title I monies spent on partnership with National Teachers Network professional development coaching support
- Data Specialist per session allocated to support the school progress report through the work of the inquiry team.
- Allocation for Saturday academy per session expenses.
- Allocation for math review books.
- Focus allocation to support teacher per session in targeted credit accumulation.
- Title I teacher per session allocated to support student with extracurricular activities and/or club after school.
- Title I general supplies money allocated to purchase items for our annual academic awards ceremony for students and parents.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

The principal and staff develop goals based on current standards and links to CCLS which are communicated to students and their families in a progress report four times a year (QR 2012)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- 6.2 Welcoming environment ___ 6.4 Partnerships and responsibility
___ 6.3 Reciprocal communication ___ 6.5. Use of data and families

Annual Goal #5

- By June 2013, parents will be engaged in several parent workshops and activities to build positive working relationships between school and families to foster an increase in overall student progress.

Strategies to increase parental involvement and engagement

- Planning and implementation of a Family outreach plan (September-June, ongoing)
- Summer Bridge and Annual Parent welcoming meeting hosted in late August and/or early September.
- Family Night/Open House for Parents (Fall, Spring)
- Retention of a full time Parent Coordinator
- Identification of funding and resources to engage parents in their child’s education (workshops, events, celebrations) September
- Monthly implementation of parental offerings (workshops, breakfasts, evening events)
- Student recognition events (Bi-Annually)
- Key staff that will support this work includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds to support our families with the essentials that will ensure the academic success of our students.

- Supplies/materials to support instruction
- Uniforms (School shirt, team uniform, etc.)
- College tours
- Translation services and support materials
- Teacher/pedagogical staff per session for parent workshops and/or activities

- Breakfast and/or lunch

The school will use the following resources to accomplish this goal:

- Title I general supplies funds in OTPS used to support mailing correspondences sent home to parents
- Title I general supplies funds in OTPS used to purchase materials to support parent programs
- Tax Levy Allocations for teachers who actively participate in PA led events
- Tax Levy expended on phone messenger
- Title I Non contractual service money allocated to support student/parent college tours and transportation
- Title I non contractual services money allocated to support student/parent academic outings and transportation
- Title I general supplies money allocated to purchase recruitment supplies and informational materials.

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	Literacy Institute <ul style="list-style-type: none"> - Use of active reading strategies - Increased exposure to informational text - Targeted grammar support 	<ul style="list-style-type: none"> - One to one - Team teaching - Smaller class size - Tutoring 	During the school day
	PM School <ul style="list-style-type: none"> - 9th and 10th instructional periods for students to gain additional course credits. 	<ul style="list-style-type: none"> - Whole group Instruction 	After the school day
	Peer Tutoring <ul style="list-style-type: none"> - COOP student will be paired with students needing extra support in their academic areas. 	<ul style="list-style-type: none"> - Small groups - One to one 	After the school day
	Saturday School <ul style="list-style-type: none"> - Additional day 	<ul style="list-style-type: none"> - Small groups 	

	<p>provided for students to engage in targeted Regents preparation.</p>	<ul style="list-style-type: none"> - One to one - Whole group instruction 	<p>After the school day</p>
<p>Mathematics</p>	<p>Math Institute</p> <ul style="list-style-type: none"> - Implementation of SOLVE - Interactive problem solving <p>PM School</p> <ul style="list-style-type: none"> - 9th and 10th instructional periods for students to gain additional course credits. <p>Peer Tutoring</p> <ul style="list-style-type: none"> - COOP student will be paired with students needing extra support in their academic areas. <p>Saturday School</p> <ul style="list-style-type: none"> - Additional day provided for students to engage in targeted Regents preparation. 	<ul style="list-style-type: none"> - One to one - Team teaching - Smaller class size - Tutoring <ul style="list-style-type: none"> - Whole group Instruction <ul style="list-style-type: none"> - Small groups - One to one <ul style="list-style-type: none"> - Small groups - One to one - Whole group instruction 	<p>During the school day</p> <p>After the school day</p> <p>After the school day</p> <p>After the school day</p>

<p>Science</p>	<p>D.E.A.R. (Drop Everything And Review/Remediate)</p> <p>PM School</p> <ul style="list-style-type: none"> - 9th and 10th instructional periods for students to gain additional course credits. <p>Peer Tutoring</p> <ul style="list-style-type: none"> - COOP student will be paired with students needing extra support in their academic areas. <p>Saturday School</p> <ul style="list-style-type: none"> - Additional day provided for students to engage in targeted Regents preparation. 	<ul style="list-style-type: none"> - Tutoring - Independent study - Whole group <ul style="list-style-type: none"> - Whole group Instruction <ul style="list-style-type: none"> - Small groups - One to one <ul style="list-style-type: none"> - Small groups - One to one - Whole group instruction 	<p>During the school day</p> <p>After the school day</p> <p>After the school day</p> <p>After the school day</p>
<p>Social Studies</p>	<p>D.E.A.R. (Drop Everything And Review/Remediate)</p> <p>PM School</p> <ul style="list-style-type: none"> - 9th and 10th instructional periods for students to gain additional course credits. 	<ul style="list-style-type: none"> - Tutoring - Independent study - Whole group <ul style="list-style-type: none"> - Whole group Instruction 	<p>During the school day</p> <p>After the school day</p>

	<p>Peer Tutoring</p> <ul style="list-style-type: none"> - COOP student will be paired with students needing extra support in their academic areas. <p>Saturday School</p> <ul style="list-style-type: none"> - Additional day provided for students to engage in targeted Regents preparation. 	<ul style="list-style-type: none"> - Small groups - One to one <ul style="list-style-type: none"> - Small groups - One to one - Whole group instruction 	<p>After the school day</p> <p>After the school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Advisories Town hall Mediation Conflict Counseling Mentoring</p>	<ul style="list-style-type: none"> - Small groups - Grade groups - One to one 	<p>During the school day</p>

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.

As per the New York City Department of Education, teachers are recruited by Principal's using multiple tools provided on the Principal's Portals website. The Open Market system allows teachers to transfer from school to school and the New Teacher Finder provides an outlet for Principals to hire candidates outside of the Department. If these tools are not sufficient in supporting a Principal's recruitment efforts, many will post on Craigslist, the Daily News and the New York Times to gain a wider net of candidates. Other methods include referrals and recruitment fairs inside and outside of the department.

As a way to retain teachers, our school offers weekly professional development, daily common planning time, mentoring and teacher leadership opportunities to create greater ownership over their own personal and professional growth as instructors.

PARENT INVOLVEMENT POLICY

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 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; host back to school orientation, provide parent handbook, conduct credit accumulation workshops with school guidance counselors, provide Skedula workshops and one on one Skedula meetings with parents.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; Voice messaging ,calendars, handbooks, emails, flyers, agendas, letters, invitations, programs are translated. Translators are all present at meetings, workshops, Parent teacher conferences and graduation. Parent grade leaders assist in communicating information to our parent body through phone calls.
- Attend parent academy workshops to Provide 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:

- 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;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide customer service, 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.; The Parent coordinator with several departments hosts heritage night, academic and award ceremonies, hold back to school orientations, Healthy lifestyle workshops, Parent literacy workshops, hosting educational family activities during Parent teacher conference Skedula workshops, credit accumulation workshops, youth development workshops, college readiness and fundraising activities.

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- 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;
- provide additional phone calls home to keep parents abreast of children's progress
- developing and distributing written publication, email and Google or Skedula messaging designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- providing a safe environment for all students
- 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;

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;
- 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;
- providing parents teachers email addresses, phone numbers in parent handbook
- 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;
- Ask for assistance
- 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
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado Benjamin Socc	District 08	Borough Bronx	School Number 332
School Name Holcombe L. Rucker High School			

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

Principal Sharif Rucker	Assistant Principal Charlette Pope
Coach type here	Coach type here
ESL Teacher Jesus Duran	Guidance Counselor Doris Corporan
Teacher/Subject Area Chanemia Singleton/Science	Parent type here
Teacher/Subject Area type here	Parent Coordinator Monica Mosquera
Related Service Provider Jose Cardoza/Spec. Ed.	Other Jesus Duran - ELL Coordinator
Network Leader Benjamin Soccodato	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	24
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	340	Total Number of ELLs	38	ELLs as share of total student population (%)	11.18%
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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. 

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										10	10	9	9	38
Total	0	0	0	0	0	0	0	0	0	10	10	9	9	38

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	11	0	1	9	0	1	20	0	9	40
Total	11	0	1	9	0	1	20	0	9	40

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: _____
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	7	8	14	37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French													2	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	8	8	8	16	40								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

4. Being that ELLs are only challenged by the language barrier of the new culture and not by any cognitive disability, we understand the school must offer them the greatest chances of success. The ESL and counseling departments as well as the school Testing Coordinator work diligently to ensure that ELLs who are not yet confident in their mastery of the target language (English) can have their content area mastery evaluated through their native language (L1). This is true for all Regents exams, except ELA.
5. The following items are a description of our differentiated instruction approach:
 5. A. SIFE students are assigned educational materials planned for the purpose of building the literacy and numeracy skills development they lack. The ESL department works with SIFE students in two different ways: a. training them in reading and writing through the implementation of the Read 180 Program (Scholastic) or targeted native language literacy instruction (Spanish or French); b. by coordinating, with Special Ed., teachers the creation of a personal differentiated plan to help the student reaching numeracy. HLR distributes these responsibilities among Special Ed. teachers with bilingual certification and experience and ESL teachers.
 5. B. ELLs are exposed to a rich Academic English Language environment from the very first day they enter the classroom. During the first years they take language classes that target the learning and sharpening of the four areas of linguistic competence, they are: listening, speaking, reading, and writing. Opportunities for the improvement of these skills are the main purpose during these first years. As mentioned before, ELLs receive literary language instruction and practice from the start. This is very convenient because many new comers need to take the ELA Regents' Exam examination before they have accomplished a decent mastery of academic English language structures--due to NCLB regulations.
 - C. Students under this category receive one or two periods of discrete English language instruction daily. The content for this demographic group are designed to improve their writing and reading skills. Because most of the students at this level are proficient in the areas of speaking and listening, there is an emphasis on grammar and conventions as well as in critical reading and creative writing strategies.
 - D. Our plan for Long-term ELLs is partially similar to the one we follow for 4-6 years ELLs. It should be noted that students in this category come from two different experiences: some have been born and raised in the US, while the others, former new comers, have not been able to achieve academic language performance through the years. This aspect of the population impels us to take two different pathways. For the group that is proficient at least in listening and speaking we do the same as in section c (above). For the non-proficient group we follow the following adaptation: first we place them in a proficiency level that is close to theirs. Then, we follow in-class instructional differentiation.
 - E. ESL students with special needs are enrolled in one of our special Ed ESL classes. These are facilitated by Mr. Cardoza, a bilingual special Ed teacher who is a fluent speaker of Spanish—the language of most of our ESL students.
- If Special Ed students are categorized as Long-Term we place them in our Read-180 program (Scholastic). Here they work in-group and individually to achieve the reading and writing skills they lack. The software as well as all the material (textbooks, leveled reading books, CD, colorful posters, etc), coupled by Mr. Cardoza's didactic expertise and energetic personality, enhances the learning experience and the motivation/engagement of students.
- When Special Ed new comers we combine their programs so that they take some classes with the regular ESL students and some classes in program Read-180. Again, the use of visuals, differentiated documents/texts, and individualized instruction allows us to facilitate learning to all Special Ed ELL.
6. ELL-SWDs receive language skills related interventions. Mr. Dawson, our Special Ed push-in teacher, and Mr. Duran work in conjunction with content specialists to make sure that ELL-SWD receive the learning opportunities their disabilities demand. That includes, but is not restricted to extended time for assignments and tests. During their language skill classes ELL-SWDs are able to practice the language content and linguistic competences required o improve and succeed in the courses. The content and materials used during the development of their programs the same offered to mainstream students. The texts and materials are simplified to a language level which ELLs can use a platform to build their progress. This procedure is careful enough not to misrepresent the rich academic literature available in every content area. Furthermore, Teachers make good use of technological advancements such as computers and smart boards to facilitate the comprehension and fixation of academic content.
- Nevertheless, teachers not only rely on these materials to accomplish their task. Our core classes emphasize the use of academic language through the curriculum and, therefore, at every level ELL-SWDs are being challenged to perform at their best. Reading, writing and speaking are elicited from students on a daily basis. They are given word translators (paperback) and Personal Vocabulary Notebooks to develop their academic content-related lexicon. In these notebooks teachers assign words related to their content for students to record, accompanied by their respective definitions, and keep for frequent retrieval.
7. At Holcombe L. Rucker High School we understand that not all students learn the same way or even at the same pace. That gives us the opportunity to be flexible in the scheduling of our ELL-SWDs. Before they can accomplish any academic steps they need to acquire the language, so we dedicate a great deal of their school time to get them ready and going. We might sacrifice a little now to gain a lot later. That is why we offer after-school activities and credit recovery for ELL-SWDs at a later stage. During the school day they work side by

A. Programming and Scheduling Information

side ELLs-SWD peers but most of their school day is spent in groups composed by regular education peers. Our supplemental resources (6th period tutoring, push-in, after-school individualized and generalized tutoring, allow them to enjoy the benefits of an unrestricted academic environment without a thoughtful focus on their special needs.

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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
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?

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

B. Newcomers:

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

C. 4-6 year ELLs:

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

D. Long-Term ELLs:

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

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

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

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

11. None.

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

13. Students have at their disposal a great deal of tools that range from text-based like encyclopedias, thesaurus, dictionaries, fiction and non-fiction books, to technological advancements. Most of our rooms are equipped with smart boards that our staff uses to enhance the communication of learning and promote the acquisition of experiences. Our ELLs have as well access to the computer lab. In the ESL

resource room ELLs have a variety of educational support inventions: Projector, printer and computers (8 units) connected to the internet 24/7, language programs such as Achieve 3000 and Rosetta Stone English, levels 1 and 2.

14. Once our students have achieved intermediate proficiency we encourage them to use their native language sparingly. They understand that their language is valuable, however in their situation the preferred method of communication should be the target language (English in the case). Teachers allow the use of mother tongues different than English whenever students would like to communicate difficult ideas and would benefit from a partner's translation. Our staff understands the difficulties and encourages students to become better speakers of the language.

15. Yes, our services respond to the needs students encounter at their age and grade levels. Our ESI staff works constantly to offer students that is relevant academically and socially. Our resources (books, music CDs, video presentations, reading material) are selected and/or designed according to the social needs of our teen-aged population. these resources are creative and engaging because they are related to the issues our young students face everyday. Color, social relevance and overall impression of the materials is taken into account as we determine what resources to acquire and implement in our ESL classrooms.

16. As we mention earlier for next year we are planning to program a summer immersion program to help students acquire the necessary skills to survive during the first steps of their journey.

17. Language electives are offered in two areas: Spanish and French. These 2 languages are facilitated by experienced NYSED foreign language certified instructor, Ms. Fertita.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											2	1	0	3
Intermediate(I)											4	4	9	17
Advanced (A)												3	6	9
Total	0	0	0	0	0	0	0	0	0	0	6	8	15	29

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		2	
Integrated Algebra	9		3	2
Geometry	1			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		2	
Physics				
Global History and Geography	8	2		2
US History and Government	1	2		2
Foreign Language	2			2
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

1. Presently our school is reviewing the different facts about the variety of options present on the market. We want to make a intelligent decision.

2. It is evident that students some students are not moving along, it is, they have remained in the same level for some time. That is the case of advanced students. Some students who in past sessions scored advanced now appear as intermediate (2 students). Some beginners have remained in that status after 2 years of instruction (2 students). The intermediate proficiency level is the level where our students are remain the longest (12 students). There are different reasons for this trend. A number of our intermediate ELLs, according to the NYSESLAT, are Long Term ELLs. When the testing period comes many of them refuse to take it and so we end up with this unfortunate trend. This year, however, we are working so that those students understand how important it is for them and the ESL program that they take the opportunity to show what they are capable of doing. Other reasons for this trends may be found in part within our data analysis practices and if that is the case it would be clear and imperative to reevaluate some of those approaches.

Another interesting fact is that lower level students tend to score higher in areas that are considered more academic (reading and writing). We assume that it is due to the fact that most advanced students are Long-Term ELLs and so their first language (L1) skills are not as strong as their lower level peers.

3. After we get the results form the NYSESLAT Report our ESL staff analyzes the data seaching for areas to impacting ELL instruction. The weaker areas will be given predominance as compared to the strongest areas of competence. This can be done in two ways: If the information is homogeneous, meaning that most students are failing or scoring lower on the same areas, then a group approach will be taken to teach direct content in larger groups/classes; if the data shows that students' deficiencies fluctuate then we would work on a small group or on a one-on-one basis. This does not negatively affect the instructional/content structure we follow all year long because we just change the form of the course not the content. The area where our students face the greatest challenges is in academic writing and listening and that is where most of our efforts have to be concentrated. Implementation of instructional strategies and programming is affected by the data retrieved from the socres in all modalities. These are also included within the personal Instructional lan for each ELL.

4.a. In progress.

b. ESL staff and counselors get together to analyze the data from the NYSESLAT and other periodic assessments. These meetings give us the opportunity to talk about possible program changes to maximize instruction for any specific students. The ESL department provides the counseling department with an action plan to tackle the problems the students might be facing en face the results. There are greater needs in this area but we our working hard to accomplish the task.

c. We have noticed that academic language writing tasks is where our ELLsn face the greatest challenges. This information is redirecting our focus towards improving language coherence and spelling as well as conventions to clarify and explain ideas. Peridoci examinatioes are offered in the native language of the ELLs--in Sanish for most of our students--whose mainstream teachers express concers in relation to their language skills.

The ESL department, at the same time, working on the creation of a database that will allow us to supply language proficiency level information to mainstream instructors. The plan is that every year this database will be updated to offer techers information on each student and the most effective teaching strategies they can resort to while intending to accomplish their instructional goals.

6. In relation to our ESL program, there are two fundamental indicators taken into account as we proceed to measure the degree of success of our ELL instrutional program. The first thing we look at is the results from the ESL level exit exam. This is an end-of-year examination that assesses ELL's acquisition of the grammatical, pragmatcal and literary content of each ESL course. The second indicator is the tracking of ELL's progress from one language proficiency level (beginner, intermediate, advanced) to the next under state standrds. This is assessed from the data provided by the NYSESLAT Report and other periodic assesments. An additional indicator of ELLs' progress are the students portofolios containing ELLs' work as evidence of their evolution from beginning stages to the end product of each year.

On the other hand, The results on NYS/NYC Periodic Assessments such as Regents exams, among other, help us determine wether the instructional program has fulfilled our high expectations. I fthe data shows that ELLs are not moving to higher stages of development then our strategies and implementations are reviewed to help us reach a satisfactory judgement on the changes that need to be made.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Holcombe L. Rucker School	DBN: 08X332
Cluster Leader: 536	Network Leader: Gerard Beirne
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>42</u>
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 <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: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

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:

Holcombe L. Rucker HS is composed of a wonderful number of ESL students-42 to be exact--who work hard to become proficient in English.

Many schools today have migrated from the implementation of Stand-alone ESL programs to the less direct program of push-in. Studies have demonstrated that in many cases students benefit more from a push-in model. However, some studies conclude that when ESL students are in a medium in which their native language is spoken regularly they profit more from a Stand-alone program. That is the case of our predominately Latino population --located in the south Bronx. Another option has been offered by the use of pull-out programs. We have found that these programs are difficult to carry when we are working at the high school level. For these reasons we have designed an ESL program dependent on direct/explicit English language instruction.

The ESL population in our school is distributed among a gamut of ethnic heritages and backgrounds. Dominican (majority), Puerto Ricans, Ecuadorians, Mexicans, and Ghaneseare the present groups represented. Women make up around 60 percent of the students body, while boys make up the 40 percent.

Our program cover ELLs from the entry level of (the grade to the last year of high school: 12th grade. all ESL teaching levels are distributed based on language skills and competence, that creates multi-level classrooms where learns of all grades gather.

We have distributed the ELL population along three competence/skill levels

Beginner: for new comers and less develop learners; intermediate: for more advance and developing students; and Advanced: for long term-ELLs and more advanced ESL learns.

Each level extends for 2 terms (2 semesters = a year). During this time students at the beginner and intermediate level receive 2 hours a day of direct language instruction. On the other hand, the Advanced level receives only one period per day. Beginners as well as Intermediate level students receive their ELA instruction with their sheltered environment. Literature analysis, reading, essay writing, and other areas or disciplines of literature teaching are covered by the ESL teachers. When Students advance to the last level, their literature class with the ESL department is dropped and they start receiving instruction from the English department. Our ESL staff and department works in collaboration with the English department.

Our instructional program encompasses varying levels of academic language competence that foster the whole development of the students. All students take the content areas classes required by their

Part B: Direct Instruction Supplemental Program Information

grade level in English while at the same time getting the language support required by their present needs. They interact with mainstream students within the traditional classroom in all cases so that they can be paired up with language skilled classmates who give them emotional and academic support. This allows ELLs to receive complete academic training. The content area is delivered primarily in English, however, the native language of the students (Spanish) is used as a way to activate background knowledge and encourage participation. Classes use language appropriate textbooks by grade level and are supplemented by graded-reading books, dictionaries/translators, and other resources. Beginner and Intermediate ELL students have a block period of ELA instruction in self contained classrooms. Advanced ELL students have one period of literacy support but are enrolled in general education ELA classes as well.

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

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

Additional Supports include:

Room B2 has been prepared to serve as the support center for ELs. Twice a week they have the opportunity to use the facilities to complete academic work, research or any other task. The center is equipped with computers (connected to the internet) and a decent-- limited for the moment-- amount of textual resources, such as encyclopedias, magazines, etc.

During the instructional day, students undergo a challenging and rigorous academic process that is designed to help them achieve full college readiness at the end of their stay. ELA, math, and all other content areas open windows of opportunity for the balanced development of literacy skills and critical thinking strategies. ELLs are not isolated from such an innovative approach. Instead of placement in lower level content classes, they enjoy equal opportunities of instruction and development as mainstream students do. The ESL program is proud to sponsor a combination of powerful teaching methods and content with ELL support. Individualized ESL attention and ESL/mainstream group work creates the conditions for nurturing the differentiated and social needs of the pupils. ELL's receive extended support through a continuous ESL after-school tutoring program. Here they find a broad array of options that go from mainstream content area coaching to detailed assistance for content area

Part B: Direct Instruction Supplemental Program Information

material in their native language, if needed. Tutoring covers a wide range of practices that can include, but is not restricted to homework assistance, ESL skills practice, literacy skills, research assistance and assignment completion. This is designed and coordinated by ESL facilitators and content area teachers who are sensitive enough to understand the multicultural needs of ELLs.

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

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

Addition Supports:

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

Part C: Professional Development

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

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

Begin description here:

Teaching ELLs is one of the most challenging--so rewarding-- enterprises for Core-area teachers. The skills needed to conduct instruction vary from the traditional strategies that most teachers are comfortable with. However ELLs demand greater awareness of the linguistics processes that are taking place in the brain of the ELL. In the past ELLs used to be classified as Special needs because they were not able to perform up to the standard set for mainstream students. Fortunately, new research and new approaches have demonstrated that ELLs' functionality is hampered by the classification of Special needs--we know that all these cases are put in the same categories so that children with perfect developmental stages are paired with students in lower levels of cognitive evolution.

Part C: Professional Development

The activities listed below are part of the professional development program that exposes core-area teachers to best practices for for facilitating content to ELLs during the 2012-2013 school year:

These new initiatives include:

We have selected two areas where our ELLs need the most supplemental support: science and social studies. the reading and listening skills requiered by the nature of the content in those areas. As a result we have planned to train one science and one Social Studies teacher. These training sessions will equip them to perform pedagogically at a higher level, what will result in a better product.

The professional Deveopment program for the teacher will run the month of November and through the month of May.

This is part of our program:

a. Monthly general PD sessions:

Evey third Friday of the month our ESL teaching staff will provide professional development on best teaching practices to the general teaching team. These PD sessions take place every other month during our designated school-wide PD sessions.

2. ELL's teachers will engage in professional development oppourtunities sponsored by the network, region and/or other training sources.

3. ELLs' teachers will meet weekly with teachers in various content areas and across grades to develop curriculum and inter-disciplinary projects for ELL students.

Part D: Parental Engagement Activities

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

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

Begin description here:

_Adolescent ELLs students, as well as regular/mainstream students, share special social needs. Community support and acceptance rank highest in the hierarchy of needs. These are greater when you move from a place of familiarity and comfort to a new environment.

It is necessary for any successful ELLs instruction program to provide the support in all areas of development--social, emotional, academic. Our plan for the school year 2012-2013 intends to tackle

Part D: Parental Engagement Activities

some of the big issues surfacing in the social-emotional-academic arena.

A. Social Activities:

Holcombe L. Rucker has inaugurated a new chapter in its peruse of ELL academic and social excellence. This past October (18th) we celebrated our 1st Annual ESL Heritage Gala. It was a great event in which ELL's parents had the opportunity to enjoy cultural performances that represented the cultural variety and heritage of the ESL population. There were dance performances (mambo, Salsa, Meringue, bachata, Dance from Ghana, etc.). In addition, there was a great variety of traditional dishes offered to all parent present. Parents also enjoyed poetic performances by ESL students.

It was a wonderful night. Our school, in collaboration with the ESL Department and the Parents Coordinator, is committed to organizing this event every year (the second Thursday of October).

B. Academic Orientation.

Stating this school year (2012-2013) our school is going to implement an academic orientation program to target parents with low academic achievement histories. We have found that when students come from low achieving homes their expectations are lower and the impact on student's performance is great. Programs such as these will offer parents the opportunity to understand the meaning and /goal of education and how important it is for their ELLs.

The structure of the sessions will be as follows:

a. Orientation sessions (discussions)

The immigrant experience vs. the migrant experience, Education in America, Immigrant identity, Social integration into the American Society, etc.

b. Seminars (presentation by teachers or guest speakers)

Parents and their place in education, adaptation to a new environment, opportunities for ELLs in the US, scholarships for ELLs, etc.

c. Workshops (practical experiences)

Learning to learn

d. ELL's Parents' Reading Club (Selection of a book related to the experiences of the ELLS)

Book club is an initiative that seeks to promote reading from home. Parents will be given the works that will be read. These books will be available in Spanish and/or in English.

The books are distributed and the parents have 4 weeks to read the assigned pages. Every first Tuesday of the month parents and book club coordinator gather for conversations on the book.

e. Visits to colleges and/or universities.

Part D: Parental Engagement Activities

The school will organize trips to colleges and universities to give them a glimpse of what it means to be a college student and how the perspectives in life might be able to change just by attending college. Two (2) trips a year will be a great opportunity for our parents.

Method of Notification

All parents will be notified by the school using the conventional methods: emails, phone messenger, personal direct calls, mail, and students delivered flyers or notices. All announcements will be made in Spanish and English as well as any other language that is spoken by parents of ELLs. The Parent Coordinator makes sure all mail is translated into the language of comfort for all our ELL's parents.

Part E: Budget

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

Allocation Amount: \$

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

