



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LILLIAN RASHKIS HIGH SCHOOL
DBN (i.e. 01M001): 75K371
Principal: JOAN ANTONELLI
Principal Email: JANTONE@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: ARTHUR FUSCO

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Joan Antonelli	*Principal or Designee	
Brenda Casey	*UFT Chapter Leader or Designee	
Livilis Taroc	*PA/PTA President or Designated Co-President	
Maria Garcia	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Edward Williams	Member/ Teacher	
Timothy Ring	Member/ Teacher	
Yolanda Otero	Member/ Paraprofessional	
Gloria Santiago	Member/ Paraprofessional	
Saundra Moore	Member/ Parent	
Annie Williams	Member/ Parent	
Zarna Rahmen	Member/ Parent	
Doris Richardson	Member/ Parent	
Wonda Ronda	Member/ Parent	
Eleanor Davis	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 students in alternative assessment programs will increase proficiency in ELA as evidenced by a 25 point increase in scale score as measured by appropriate formative assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In the previous school year, 2012-13 reports indicated there was a marginal increase in student reading comprehension as evidenced by SANDI data. All 12 classes administered SANDI last year. It was an informative assessment that targeted skills our students have mastered and need to improve upon. Professional Learning communities were developed and reviewed deficits in reading comprehension from the previous school year SANDI reports. The team targeted CCLS reading for Information & comprehension strategies that needed improvement. Skills that were focused on were retold, clarify and summarize. Each focused on the individual needs of the students. The team identified level 1, 2 and 3 skills and targeted instruction with the students to increase reading for information. The team met on a weekly basis and analyzed student work and developed next steps. All students completed performance tasks connected to Reading for Information. Tasks were reflected in all core subjects. When looking at the data from Fall SANDI scores compared to Spring SANDI scores; data indicates students made progress. All classes of students in alternate programs completed both fall and spring assessments. Data indicates 18 out of 21 students made minimal progress when looking at the standards based reading for information reports. We want to expand and look at all alternate students to make progress on the standards based reading reports.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

We have developed a professional learning community that meets on a weekly basis with an administrator that targets skills and uses the standards based reading reports to implement skills based instruction.

- Advance program will reflect an increase in student performance by teachers improving their practice.
- Informal meetings with collaborative speaking and listening conversations amongst staff had resulted in better teacher practice.
- Teachers have developed IEP goals based on the SANDI assessment.
- Baseline assessment will determine lesson planning activities for teachers and differentiation for students.
- Teachers have flagged skills in SANDI in order to develop IEP goals for specific student deficiencies.
- Citywide Instructional Expectations will be reflected in instructional activities. Building language, critical thinking skills, writing an argument and developing multiple entry points for our students.

B. Key personnel and other resources used to implement each strategy/activity

- Staff has attended ongoing Professional development on Citywide Instructional expectations, CCLS and on SANDI data and learned how to evaluate and analyze results.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teachers are analyzing student work and connecting it to Unique Learning System and performance tasks which reflect SANDI skills and the CCLS standards.
- Teacher will monitor progress on students IEP goals and teachers will improve on their teacher practice reflecting the danielson components. Patterns will be addressed and next steps planned.

D. Timeline for implementation and completion including start and end dates

Students' skills will be analyzed to plan for growth in specific subject areas.

- SANDI is reflected of many life skills – these skills are implemented on a daily basis in school and at community worksite programs which enhance student performance.
- School lead teachers and administrators will analyze data to determine next steps for students. Start date is the beginning of September through the school year and ending June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Teachers have flagged skills in SANDI in order to develop IEP goals for specific student deficiencies. Staff will utilize per session monies to create performance tasks, analyze student work, and create rubrics which in turn increases reading comprehension.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Progress reports are given out in between marking periods informing them of the skills the students are working on.

- Parents meetings have been conducted and SANDI assessment has been shared with them.
- Parents will be working with teachers to mirror skills taught in classroom and implement them in the community.
- Teachers are working closely with parents to show the connection to the Common Core Standards

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

OTPS budget will provide expenditure for common planning time and per session activities, monies spent on laminated signs of functional/vocational vocabulary, staff attending professional development outside of District 75 to enhance their teaching practices. Monies used for trips to support learning objectives.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 there will be an increase in vocational opportunities as evidenced by a 10% increase in student placement.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of data indicates that we must make a concerted effort to increase the vocational opportunities for our students. To succeed in their post-high school lives, our "At-risk" students require an introduction to the world of employment. On an ongoing basis, students express the difficulties that they face in securing part-time employment. Many job applications, whether online or paper, are too complicated for our students to negotiate. Skills need to be introduced and practiced in our classrooms and work programs. In addition to the financial rewards and the motivation gained by attaining employment, students can begin to build experience to list on their resumes, job applications, and college/technical school applications, while building marketable skills. Our newly expanded opportunities in the community and at Coop technical have supported our students in gaining skills, a trade and employment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Every student will develop a resume and complete a level one assessment on job skills. Students will visit our job sites and become acclimated with skills at the worksites. Our programs include custodial maintenance, clerks, stocking, filing, packing, culinary arts, sorting, pricing and clerical.

B. Key personnel and other resources used to implement each strategy/activity

1. All staff in alternate assessment will be involved with transitioning to worksites one day a week and focusing on job skills in the classroom which results into an increase in student placement. CCLS standards will be addressed in reading for information. Students will earn stipends for basic maintenance and completing skills at our worksites.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Job Fair/Transition fair will be held 2 x's this school year. Checklists will be developed and tasks mastered. IEP goals will reflect tasks with our alternate group. Students will complete New York Career Zone interest inventories and job readiness inventories.

1.

D. Timeline for implementation and completion including start and end dates

1. Tasks, skills and practice are ongoing in our program. –Our worksites are already established and students begin to visit them in September 2013 and continue through June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Monies will be spent on manipulative, tools and props which support our students with job skills. Staff will attend professional development pertaining to improving our instructional strategy.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Administration, teachers and parent coordinator will reach out to parents to invite them to our worksite programs and transition/job fairs. It's important for our parents to understand exactly what vocational skills our students are being exposed to. Parents will also have the opportunity to participate in New York Career Zone and develop their own career plans through a series of parent workshops. Workshops also include defining our affiliation with COOP tech program in Manhattan. This program supports our students who would like to earn a trade and further develop skills for employment. The Job Developer, Ms. Huth and the Assistant Principal's host an annual Transition Fair to facilitate initial contact between students and possible employment opportunities.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students in standardized assessment programs will increase reading proficiency as evidenced by an average increase of 50 scaled points as measured on the appropriate formative assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In reviewing the RCT's & Predictive ELA exams, students have had difficulty in comprehension. Our goal is to increase reading comprehension through standards based activities reflecting performance tasks in all core subjects. Main focus will be reading for information, increasing language and writing persuasive & argument essays. Site words will be addressed and reflected in all subjects. Scantron assessments will be given in September along with Informal Reading Inventory to focus on skills that need improvement. For the past 2 years, data from ELA predictives and RCTexams have shown minimal progress. Our students have difficulty with reading comprehension and determining the main idea. For the ELA regents the percentage of students passing for the past two years has been 22%. The ELA predictives indicates 17% of students minimally passing. Skills are targeted from the predictives to help students increase their scores on the ELA regents and reading/writing RCT exams. We have shown improvement over the past 2 years with RCT exams. For the past 2 years our students have passed approximately 67% of reading/writing rct exams.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- ELA instructional delivery is in a block schedule.
- 2013 Chancellor's Conference Day, Professional Learning communities review and analyze scantron results in order to identify key standards/performance indicators that will drive the development of the Units of Study.
- September – June, Internal/External Coaches, Teacher Teams design ELA Units of Study, pacing calendars, performance tasks that are aligned with CCLS.
- September – Create Units of Study (standardized assessment) using the Common Core Curriculum Maps, rubrics and final performance tasks to see if goals have been met.
- By Mid-October, teachers will conduct benchmark assessments in Informal Reading Inventory & Scantron Performance Series.
- Create routine Collaborative Teacher Team Schedule for meetings two times per week that are focused on looking at student work and designing performance
- Tasks and adjusting instructional practice.

B. Key personnel and other resources used to implement each strategy/activity

- By October 31st, identify students who will receive Academic Intervention Services (AIS) and assign teachers to work with targeted students
- Mid-November teachers build Student portfolio binders with data collected from assessments to monitor progress.
- Ongoing provision of opportunities for differentiated professional development.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Progress will be evaluated on a weekly basis – looking at student work, portfolios, informal assessments, IEP goals and performance tasks. Tasks are differentiated to meet the needs of the students. Three levels are created for each task (low, med, high) Observations will be analyzed. Danielson Framework looked at and determine patterns that need to be addressed. Especially in ongoing assessments. Then PD’s will be scheduled and staff sent to PD’s at our District for improved practice.

D. Timeline for implementation and completion including start and end dates

Set Schedule for Professional Learning Communities. PLC’s provide training and support to staff tasks and assessing scantron reading. Item Analysis, Acuity Diagnostic and Predictive, ARIS, share school wide data at Faculty Conferences and meetings.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Common planning time will be created to look at student work and create next steps. Substitute teachers will be hired to cover for teachers so they can attend professional development workshops related to the Charlotte Danielson Frameworks.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. By October and ongoing, host Parent workshops, parent informational workshops (IRI, ARIS, Acuity, RCT, Regents tests and Predictive), CCLS, create calendar for school wide celebrations/events; Poetry w Teachers and Writers, and parent workshops. Fall and Spring Parent Teacher Conferences. Parent Coordinator will support families and ensure that school calendar is distributed to families each month.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Citywide Expectations and Mosl monies will be used for per session for after school activities. Staff will create tasks, rubrics and units of study to help target skills needed to pass exams.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will see a 5% increase in passing scores of students participating in state Regents exams in all four core subjects.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our students have difficulty passing a regents exam. Many of them enter high school program far below their instructional grade level. Students have difficulty with comprehension and determining main ideas. We have established multiple entry points for all students and have created units of study to meet the needs of our students and reflect CCLS. All of the Regents exams have components of reading and writing. Our students are most successful with the math exams. As stated in the previous goal our ELA regents percentages of passing ranges in the 20% range. For the Global Studies regents exam we have shown an increase in percentage of passing from 35% to 38% to 47% this past school year. The Living Environment regents has shown an increase in passing. For the past 2 years the percentage of passing has increased from 52% to 55% and 61% for the past school year. Our Math exams have been most successful. Passing of Math regents and RCT exams range from 65% to 72% passing. There is a need to improve in Global, ELA and Science exams. All of these exams encompass reading comprehension and writing

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will administer practice regents/rct exams and conduct an item analysis. Students will be broken into sub groups. We have implemented a regent’s prep period built into our schedule. Teachers have focused on essay writing, document based questions and other extended questions reflected on regents exams.

B. Key personnel and other resources used to implement each strategy/activity

All standardized teachers and paraprofessionals in all subject areas. District & MOSL coaches have supported teachers with professional development along with administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Practice exams will be administered 2xs a term. Areas in need of improvement will be identified. Teachers will focus on the areas of need leading up to taking the exam.

D. Timeline for implementation and completion including start and end dates

1. October 2013 through January 2014 and then March 2014 through June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Regents prep class built into the schedule. Teachers create units of study reflecting part 100 regulations and CCLS.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be aware of standards being addressed, units of study being completed, tasks aligned with CCLS and progress made towards IEP goals. Interim progress report will be given in between report cards. Workshops will be conducted to have a better understanding of content. Parents will be made aware of skills that need improvement and homework will reflect regent's practice.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title III monies used for our after school program. 1:1 and small group tutoring in each subject area. Students will have the opportunity to improve their skills and obtain extra help.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Writing skills, research skills, test prep DBQ, evidenced based claims, Writing for argument, graphic organizers	Small Group, 1:1; Tutoring, whole group instruction	Every day from 8:00am – 8:50am Monday thru Friday & after school program on Tuesdays & Thursdays from 3:00pm to 4:30pm
Mathematics	Math Skills, Pre-Algebra, Manipulative, graphing calculator, word problems	1:1 tutoring, small group instruction, math games and manipulative, smart board , computer based web games	Every day from 8:00am – 8:50am Monday thru Friday & after school program on Tuesdays & Thursdays from 3:00pm to 4:30pm
Science	Lab Activities, science access skills, test prep for RCT and Regents exams.	1:1 tutoring, small group instruction	Every day from 8:00am – 8:50am Monday thru Friday & after school program on Tuesdays & Thursdays from 3:00pm to 4:30pm
Social Studies	Document Based questions, essay writing, test prep for comprehension w/political cartoons, charts, graphs, short answers	1;1 tutoring , small group instruction	Every day from 8:00am – 8:50am Monday thru Friday & after school program on Tuesdays & Thursdays from 3:00pm to 4:30pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Fitness room, cardiovascular and aerobic program, Champs program, music club, culinary arts with NY Cares	1:1 student, small group instruction and whole group instruction	IEP Mandates only

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;

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 promptly 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., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 75	Borough Brooklyn	School Number 371
School Name Lillian Rashkis High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Joan Antonelli	Assistant Principal Diane Zinn
Coach	Coach
ESL Teacher Natalia Taryguina	Guidance Counselor Sandra Pajara
Teacher/Subject Area Ms. Venturina/classroom teacher	Parent Lilias Taroc
Teacher/Subject Area	Parent Coordinator Cindy Margul
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	299	Total number of ELLs	42	ELLs as share of total student population (%)	14.05%
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Part II: 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 <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	42
SIFE	6	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	16

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0									0
Dual Language										0
ESL	13	3	13	13	1	13	16	2	16	42
Total	13	3	13	13	1	13	16	2	16	42

Number of ELLs who have an alternate placement paraprofessional: 8

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	3	4	14	27
Chinese													1	1
Russian													1	1
Bengali														0
Urdu														0
Arabic												1	1	2
Haitian													4	4
French														0
Korean														0
Punjabi														0
Polish													1	1
Albanian														0
Other										1			5	6
TOTAL	0	0	0	0	0	0	0	0	0	7	3	5	27	42

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										1	11	4	21	37

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0									3	1	1	0	5
Advanced (A)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	4	12	5	21	42

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)									

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	1		0	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	9		9	
NYSAA Mathematics	9		9	
NYSAA Social Studies	9		9	
NYSAA Science	9		9	

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses Scantron to assess early literacy skills for standardized assessment students. It is an online dynamic assessment tool that the students take twice a year. It offers teachers differentiated lesson plan ideas for individual students. Our alternate assessment students use ABLE, NYSAA, and SANDI which measure early literacy skills of these students.

Our teachers use the data they obtain from these assessment tools to differentiate their instruction in order to meet the unique needs of our ELL students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In reviewing NYSESLAT and LAB-R results by modality across proficiency levels, we see that speaking is the strongest. The standardized students have slightly higher scores in the speaking modality than the alternate assessment students. Reading and writing are the lowest scoring modalities; writing is significantly lower than reading. The listening modality has moderate results but the standardized assessment students scored slightly higher than the alternate. When looking at patterns across grade levels, we noticed that most students in all grades scored at the Beginning level, though we have 3 Intermediate scores and 1 Advanced score. The largest number of ELLs in our school scored at the Beginner level and a high number of these were due to Invalid (inv), Other (other), NSC, (No Score) or ABS (Absent) scores. Our students received invalid scores because they were not able to finish the subtests.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Patterns across NYSESLAT modalities (reading, writing, listening and speaking) will affect the instructional decisions. Our teachers will use the information they receive from the NYSESLAT results in order to differentiate their instructional activities and meet the diverse needs of their ELL students. Our school uses information about Annual Measurable Achievement Objectives (annual increases in the number or percentage of students making progress in learning English; annual increases in the number or percentage of students attaining English language proficiency by the end of each school year; adequate progress for the ELL subgroups in meeting grade-level CCL standards in English Language Arts and Mathematics) in order to address them in instructional planning and our students' Individualized Educational Plans.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Since our school currently features only Freestanding ESL program, our ELL students do not take tests in their native languages.

Our school currently does not administer ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school is a high school and does not use data to guide instruction for ELLs within the Response to Intervention framework for grades K through 5.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Our school makes sure that a child's second language development is considered in instructional decisions. Those ELLs whose IEPs suggest "Bilingual Instruction" receive support from Alternate Assessment paraprofessionals who speak English and the students' native language. In order to enhance Bilingual ELLs' academic skills and help them progress in language acquisition, our teachers collaborate with the ESL teacher to individualize and differentiate their classroom activities.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

n/a

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

When evaluating the success of our program for ELL students, we look at their growth over time on the NYSESLAT, the teacher made tests and overall student performance in their class work and on their report cards and credit accumulation for the standardized assessment students. We also collect work for student portfolios and keep data collection sheets. We observe to see what else can be done to further improve our ESL rogram and assist our ELL students to fully participate in daily instructional activities.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a child is referred to the CSE for an evaluation, the CSE is supposed to administer the HLIS and administer the LAB-R. The CSE is the first step in the identification process in determining whether a student is an ELL. Once students are admitted to our program, we immediately run ATS reports to see if they have been identified by the CSE as ELLs and are entitled to receive ESL or Bilingual services. We also identify the newcomers and check if they have HLIS and need to be administered the LAB-R and Spanish LAB within the 10 school days (if native language is Spanish and the student has been unsuccessful on the LAB-R, he will be administered Spanish LAB). We have ten school days to complete this process. We also conduct an oral interview with the family to determine the languages used in the home (if the family members speak language other English, we provide translation and interpretation services). These activities are facilitated by our licensed ESL teacher, Natalia Tarygiuna. Based on the leveled reselts of the LAB-R, our ESL teacher then makes the determination of the level of proficiency and the mandated minutes of ESL.
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.
All three programs are explained to parents in a language that they understand at the CSE level. Our school currently features ESL program. We provide translation services to the parents of our ELL students and/or we take advantage of the translation services offered by the DOE Translation and Interpretation Unit. CSE in conjunction with the parents determine the best placement for their children. We try to honor the parents' requests and keep them informed of any changes in the program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
n/a:
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.

After the ESL teacher determines the level of students' language proficiency, she makes sure the students are proerly placed in the program to be provided their mandated ELL services in a timely and appropriate manner in order to promote their learning and achievement. The ESL teacher makes sure the students' parents are timely notified about the school decision in English and the home language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Our school administration and ESL teacher make sure that that all sections of the NYSESLAT are administered to all ELLs each year: we create a testing schedule and a tracking sheet to plan the testing rocedures.
6. 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.) 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. ⓘ
The ELLs' parents at 371K are notified about the program model offered by the school, Freestanding ESL, which has been so far requested by the parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
Our school's organizational model is a pull-out and push-in ESL program. We provide CR Part 154 mandates of ESL instruction based on a student's level. In High School, Beginners receive 540 minutes per week, Intermediate students receive 360 minutes per week and Advanced level students receive 180 minutes of ESL per week and 180 minutes of ELA per week. Our ELLs receive their ELA instruction in their classrooms. Our plan is to service all of our ELL students and to provide them with ESL instruction and mandated minutes according to their levels as per CR Part 154. This is very challenging as we have one ESL teacher that services three sites. All our Entitled ELLs are presently being served in heterogeneous and homogeneous groups through push-in and pull-out models.

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)?

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels - we create teachers' schedules in such a way so our ELL students receive ESL service daily. Those ELLs whose IEPs recommend Bilingual instruction receive support from alternate placement paraprofessionals who speak English and students' home language. There is close collaboration among classroom teachers, our ESL teacher, and paraprofessionals in order to support our ELLs. All of our classes are self-contained Special Education classes of 12:1:1 and 6:1:1 ratio. When pulling out students, we keep to these ratios.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our standardized assessment students are in graded classes and our alternate assessment students are in ungraded classes. Students in both standardized and alternate assessment programs take content area classes. The standardized assessment students take classes under the NYS Part 100 guidelines and are required to earn their credits to receive an academic diploma. The alternate assessment students are also taking content coursework and are required to meet their IEP goals in the content areas to receive their IEP diplomas. The ESL teacher collaborates with classroom teachers to discuss instructional approaches and methods in order to make content comprehensible and foster ELLs' language development and meet the demands of the Common Core Learning Standards. The ESL teacher reinforces classroom activities, which are aligned with CCLS, in content areas by fostering high level thinking in ELA, Math, Science and Social Studies teaching analysis, synthesis and evaluation of content information according to DOK/Bloom's Taxonomy as well as ELL methodologies (i.e., TPR, Natural Approach, Cooperative Learning, etc.). This year, we have a push-in group of students in two of our 6:1:1 classes. This is an ideal situation for the students as it allows for them to be exposed to all of the content their classroom teacher is presenting while having their ESL mandated services provided by the ESL teacher simultaneously. We are very fortunate to have been able to set up a push-in group this school year.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our school currently features Freestanding ESL program. ELL students are evaluated in their native language through the use of Alternate Placement paraprofessionals and Bilingual psychologists.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our school ensures that ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year: classroom activities and assessment assignments are created in such a way that allows the ESL teacher and classroom teachers to evaluate ELLs' level in speaking, reading, listening, and writing.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Presently we have six SIFE students. The SIFE students are provided with the following activities: supportive environment created by bilingual staff from the students' home countries (with the assistance of Alternate Placement Paras), SIFE students and parents are provided with access to support services (in the families' native language) provided by counselors, tutors, mentors and parent coordinator. A buddy system is in place in each classroom. Administrators, counselors, and classroom teachers work together to ensure that the students and their families have the necessary information needed to provide school supplies, documentation for meal programs and other requisites for assimilation.

Newcomers, students with less than three years of ESL services, are provided with increased sheltered strategies (use of visuals, collaborative learning activities and demonstrations). Language is adapted and additional contextual support is provided to help these students understand the content presented. We utilize age/grade/level appropriate books. Explicit instruction in reading in an age

appropriate manner is used (phonemic awareness, phonics, fluency, vocabulary, comprehension).

Students with 4 to 6 years of services are taught strategies that they can use in the future such as, using dictionaries, taking notes, highlighting and using graphic organizers. Their prior knowledge is activated through questioning techniques and encouraging students to make text-to-text, text-to-world and text-to-self connections. This will enable the students to relate what they have previously learned in their countries to what they are currently being taught. These students are taught metacognitive strategies and skills that teach independence. Students use computer technology tools to experience and develop all four modalities of their language skills. They work collaboratively with their classmates to help them progress to the next level of learning. They are involved in all extended day programs, including Title III, CHAMPS, AIS, peer tutoring and counseling to improve test preparation and literacy skills.

We have sixteen long term ELL students at this time. We offer long term ELLs extra services such as AIS, peer tutoring and after school programs, field trips, summer school and counseling. The students receive extensive support to ensure that strategies practiced in the ESL classroom transfer to the grade level content classroom. The type of instruction (language sensitive instruction) has been utilized where content teacher is sensitive to both the language needs of the student and the language demands of the content subject. Additionally, the double ESL block with differentiated instruction provides extra support for long term ELLs. It is important to choose high priority content studied in depth and relate it to students' prior knowledge.

Presently, we do not have ELLs who tested out of NYSESLAT with the proficient level of the English language acquisition. In case we have these students, we will keep providing them language and instructional support for two more years.

7. 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?

Our school incorporates and follows Unique Learning System - the dynamic, standards-based units of study specifically designed for students with special needs. Our teachers differentiate and implement Unique materials into classroom learning activities. The lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with disabilities to bridge between standards and the special education curriculum content for ELL students with special needs. Instructional targets are aligned to the Common Core Standards in English Language Arts, Mathematics, Science, and Social Studies. The ESL teacher and other teachers of ELL-SWDs also use instructional strategies and age/grade/level appropriate materials that provide access to academic content and accelerate English language development: e.g., storytelling, Shared Book Experience, Cooperative Learning, etc.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. We utilize meaningful and functional assessment instruments such as SANDI and Scantron to consider unique needs of our students with cognitive and physical disabilities. All activities are student centered and teacher friendly. They are aligned and connected to CCLS. They allow our teachers to identify student need areas and prioritize these need areas for the development of meaningful IEP goals and objectives connected to CCLS.

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:			

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

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	45 minutes per day	45 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

9. 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.

The targeted intervention program our school offers in ELA are Keystone Reading, which is a differentiated reading program designed for students that are at several different levels in reading. We have designed a Global Studies “Question of the Day” Bank that follows the pacing calendar and offers teachers test prep questions that can be given to the students on a daily basis and broken down and discussed in order to prepare them for their Regents and RCT exams. We use the NYS exams for our standardized assessment students to assist in determining which skills these students have and still need in order to be better prepared for HS math and ELA. These interventions are mainly offered in English, though the ESL teacher works in conjunction with the classroom teachers to offer support for the students in their native language. Our ELL students greatly benefit from these programs. Our alternate assessment students use Weekly Readers and Equals Math. For ELA, Math, Science, and Social Studies, our school incorporates and follows Unique Learning System - the dynamic, standards-based units of study specifically designed for students with special needs. Our teachers differentiate and implement Unique materials into classroom learning activities. The lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with disabilities to bridge between standards and the special education curriculum content for ELL students with special needs. Instructional targets are aligned to the Common Core Standards in English Language Arts, Mathematics, Science, and Social Studies. The ESL teacher and other teachers of ELL-SWDs also use instructional strategies and age/grade/level appropriate materials that provide access to academic content and accelerate English language development: e.g., storytelling, Shared Book Experience, Cooperative Learning, etc.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We consider our current ESL program effective in meeting the needs of our ELLs in both content and language development. All of our ELLs have IEPs, and we ensure that we stay current with the differentiation of instruction strategies and techniques. We look at every ELL as an individual with unique special needs and create the best instructional program for each and every student in order to see the greatest gains in academic achievement. We look at NYSESLAT and the improvement on the test as one way to measure the effectiveness of the program.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, we do not plan to introduce any new programs or improvements.

12. What programs/services for ELLs will be discontinued and why?

Currently, we do not plan to discontinue any programs/services for our ELL students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We make sure that our ELLs are invited, afforded, and have equal access to all school curricular and extracurricular programs including Title III (which focuses on improving language skills through the use of technology and will be offered after school two days a week), CHAMPS, AIS, etc. We make parents aware of the programs available to the students through phone calls and mailings home in English and native language.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We use a variety of technology with our ELL population. This includes laptops, AAC devices, and a variety of software. In addition, to ensure that students meet the standards and pass required state and local assessments, ESL instruction follows CCLS, the New York State English as a Second Language (ESL) Standards, and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following materials: “Longman Photo Dictionary of American English”, “Get Ready to Write”, “Exploring English”, books on folktales, fiction and non-fiction in English and students' native languages. Content area textbooks are also used when working with standardized assessment students following the NYS Part 100 regulations.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We respect and honor our students' native languages - each classroom has room libraries, which have fiction, non-fiction, and poetry books in these languages. Native language support is also delivered through the services provided by our Alternate Placement Paraprofessionals and our libraries that have a variety of books in native languages.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

The ESL and classroom teachers make sure that the required services support and resources correspond to ELLs' ages and grade

levels. While planning the instruction and creating materials, we utilize CCLS and NYSAA ELA and Math Extensions as well as Science and Social Studies AGLIs to differentiate and modify our approaches to in order to reach our ELL students at their individual levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

If we have newly enrolled ELLs before the beginning of the school year, they are invited to participate in District 75 Summer Chapter 683 program and fully participate in all summer activities.

18. What language electives are offered to ELLs?

Our school currently offers the Spanish language elective to our standardized assessment students to help them meet the requirements of the high school diploma.

19. For schools with dual language programs:

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

N/A Our school currently does not provide Dual Language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

During the school year, Professional Development is incorporated in workshops that will teach ELL strategies to the classroom teachers, school counselors, related service providers (OT, PT) and Assistant Principals for ELL students. This Professional Development is offered by the ESL teacher, Ms. Taryguina. Classroom teachers will also register to workshops that are offered through the Department of Education and through District 75. Classroom and cluster teachers work collaboratively with the ESL teacher to provide the best instruction for the students. Teachers also plan lessons that compliment instead of merely translate the content instruction in the students' languages. Staff are supported in providing transition services to ELLs and their families for post secondary school options in collaboration with our school's Job Developer and Parent Coordinator. This year some of the topics included are Using Technology with ELL Students (November), Cognitive Language Academic Approach for Standardized ESL Students (December), How to Create Adapted Books for Alternate Assessment Students (March), and Differentiating Instruction for ELL Students (May). These professional development workshops will take place during our regularly scheduled school staff meetings. Paraprofessionals are to be included in the professional development. We will make every effort to sign up teachers for the District Jose P training as it is offered for them to get the minimum of 10 hours of ELL training. Jose P. PD certificates are kept in the teachers' files.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?

The Parent Coordinator at P371K, Cindy Margul, offers parents of ELLs on-going information in their home languages (SP, CH, HC, etc) and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our school partners with the "New York Cares" community organization, which is the city's largest volunteer management organization, running volunteer programs for 1,300 nonprofits, city agencies, and public schools. This organization provides workshops to our students' parents as well as parents of ELLs. The survey includes questions related to parents' needs and availability, in addition to questions about their child's education. The results of the surveys are then analyzed and included in our planning activities. Our goal is to increase parent outreach and participation by offering parents training through District 75 Parent Conferences. This year our parents will be able to participate in several workshops our school will offer. Topics include: computer training, arts workshops, SESIS (the new IEP), Understanding Students with Emotional Disabilities, travel training and issues related to immigration to the United States. Our school will periodically describe the ESL program to ELL parents at the parent orientation meetings or letters sent home (in English and family language as well). Parents will be made aware of special programs through mailings and letters sent home with their children. They are also informed of school events and happenings through our monthly parent newsletter.

E. 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.

Part VI: LAP Assurances

School Name: Lilian Rashkis High School

School DBN: 75K371

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joan Antonelli	Principal		11/6/13
Diane Zinn	Assistant Principal		11/6/13
Cindy Margul	Parent Coordinator		11/6/13
Natalia Taryguina	ESL Teacher		11/6/13
Lilias Taroc	Parent		11/7/13
Jennifer Venturina/classroom	Teacher/Subject Area		11/6/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sandra Pajara	Guidance Counselor		11/6/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75K371 School Name: Lillian Rashkis High School

Cluster: 75 Network: 4

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.

At the beginning of every school year the Parent Coordinator (PC) sends around a form to classroom teachers, inquiring about the home and preferred language of every single student enrolled in the school. She follows up until she has the information necessary for every single student. In addition, the PC reviews the data report generated by the Home Language Identification Survey (RPOB) monthly. We ensure that translation services are available to parents as needed and that documents are provided to parents in their preferred language.

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.

Based on our Home Language Report and PCs contact with families this school year, of our 42 ELLs, the families of 8 students were identified as preferring their communication with the school in Chinese, 3 families have requested information be sent home in Haitian-Creole, 2 families have requested information in French and 1 family has requested Polish and 1 family in Arabic. The remaining 27 are Spanish speaking. The PC shares this information with administrators, office staff and teaching staff and provides information on how translation and interpretation services can be accessed. Since the majority of our ELLs are Spanish speaking, and many of the students have one or more Spanish speaking family member, all correspondence is routinely sent home in mainly English and Spanish as well as the home language. We share information with the school community and ensure that if a teacher schedules a meeting with a parent or family that requires translation or interpretation services that we plan in advance to have these services available at the meeting.

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.

We have used the services of the “DOE Translation and Interpretation Unit”. In addition, translations are provided by several staff members. The school has a bilingual social worker, a bilingual school aide and several bilingual paraprofessionals. They translate notices and letters on an as-needed basis. The parent handbook is provided to parents in their preferred language. We have staff on-site that can translate in the following languages: Arabic, Chinese, Haitian Creole, French, Polish, Spanish, Italian and Russian.

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 bilingual staff members attend pre-arranged meetings such as IEP meetings, SLT meetings and PT conferences to translate on a routine basis. When parents arrive unannounced, one of the bilingual staff members is released to provide interpretation services. We also have the language translation card posted at the main entrance at all times.

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>.

Parents and families who speak a language other than English will be notified upon admission and annually thereafter of their right to translation and interpretation services. School staff will provide translation and interpretation services when feasible. The DOE’s Translation and Interpretation Unit will be used as a resource when our school is unable to meet the families’ language needs. We keep language translation cards on hand at all times. In addition, the PC sends a mini language translation card home along with most correspondence.

