



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** ROCKAWAY PARK HIGH SCHOOL FOR ENVIRONMENTAL  
SUSTAINABILITY

**DBN (i.e. 01M001):** 27Q324

**Principal:** JENNIFER CONNOLLY

**Principal Email:** JCONNOLLY2@SCHOOLS.NYC.GOV

**Superintendent:** TAMIKA MATHESON

**Network Leader:** MALIKA BIBBS

**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
Jennifer Connolly	*Principal or Designee	
Denise Caperna	*UFT Chapter Leader or Designee	
Carolyn Goodrich	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nadia Brummell, Shad Slocumb, Jennifer Blanco	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Michael Cestaro	Member/ Teacher	
Lisa Dolce	Member/ Teacher	
Roberto Lopez	Member/ Teacher	
Della Jackson	Member/ Parent	
Jose Sanchez	Member/ Parent	
Lucy Sanchez	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
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## **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.

Students will show progress in using evidence to support arguments. To meet the requirements for the Citywide Instructional Expectations (school-wide literacy focus) by June 2014

- All students will write a research paper in their English classes that will include the key components of an argument and that show proficiency based on a teacher-created rubric by June 2014.
- All students will participate in an argumentation performance task through an inter-disciplinary common core aligned unit plan and show proficiency based on a teacher-created rubric by June 2014

### **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 addition to the instructional expectations for 2013-2014 set by the NYC Department of Education, developing our students' ability to write an effective argumentation essay has been a primary focus in the school. On the June 2013 Global History Regents, the average student score for the thematic essay was 1.72 out of a maximum score of 5. In the DBQ essay for this exam, the average score was 2.39 out of 5. On the ELA Regents in June 2013 the average score on the critical lens essay was 3.42 out of 6

### **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**

- Establish content and grade specific argumentative writing rubric s for evaluating student work.
- Work with ELA team to vertically and horizontally align curriculum and writing tasks that are appropriate for each grade.
- Work with ELA team to determine the research paper requirements for each grade.
- Analyze student writing to determine the effectiveness of implementing the Common Core Standard of using evidence to support a claim or counterclaim. The data from the student work will also be utilized to plan lessons and determine appropriate support/resources for teachers.
- Develop curriculum maps and unit plans for core subject areas that are aligned with Common Core standards.
- Conduct professional development on how to incorporate literacy strategies across content areas

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

- 1. Principal, Assistant Principal, Literacy Support Coach, Instructional Leads, Department Facilitators and Inquiry Team Leaders

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

- 1. 100% of students will have the opportunity to participate in an argumentative writing task
- 2. 95% of students with 85% attendance or higher will show improvement on their argumentative writing essays as measured by the rubric

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

- 1. Content Specific Rubrics will be created by December 2013
- 2. Vertical and horizontal curriculum alignment will be completed by January 2014
- 3. ELA team will determine research paper requirements for each grade by February 2013
- 4. All content area will analyze at least four instructional tasks that require students to implement argumentative writing. Teachers will use the high medium and low student work protocol to monitor improvement in student work by March 2014
- 5. Curriculum Maps aligned to the Common Core Standards will be complete by October 2013
- 6. Professional Development on argumentative writing will be ongoing throughout the school year

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

- 1. Teachers will develop content specific argumentative writing rubrics during allotted time in our weekly professional development meetings and in their respective department meetings
- 2. ELA teachers will vertically and horizontally align their curriculum during their scheduled department meetings
- 3. ELA teachers will determine research paper requirements by grade during their scheduled department meeting time
- 4. Student work will be analyzed in weekly professional development and department team meetings
- 5. Teachers developed their curriculum maps with support from our literacy coach and administration during the summer curriculum institute

**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).

For this goal, our school will support parents and families of Title I students by:

- o Providing parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents/RCT scores. This can be explained by teachers in a conference or by the guidance counselor;
- o conducting parent workshops on topics that include: reviewing student transcripts, common core standards, the college application process and financial aid;
- o scheduling individual meetings with parents of students who are not on track for graduation to develop a plan for improvement;
- o posting the academic standards on the walls for all parents to see during orientations, meetings, conferences, and activities;
- o provide opportunities for parents to help them understand the accountability systems, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report, ARIS, and Engrade
- o translate all critical school documents and provide interpretation during meetings and events as needed

**Budget and Resource Alignment**

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

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

## **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, 100% of teachers will receive targeted professional development that is designed to meet their needs based on observation feedback and teacher surveys assessing individual professional development needs.

### **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.

The feedback from our 2012-2013 Quality Review stated that the school needs to further augment systems that engage all stakeholders in the decision making processes and school wide improvement efforts in order to advance student learning. In response to this feedback, we have created a teacher committee and teacher professional development surveys to tailor our support around student and teacher's individual needs.

### **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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

2. Teachers will formulate, with the guidance of the Principal and Assistant Principal individualized goals for improving teacher practice and the strategies needed to complete these goals
3. An individualized needs assessment will be administered to all teachers and will generate professional development workshops that improve teaching practices and strategies for diversifying teaching models and to assist in the development of units of study that are common core aligned and provide entry points for ELL and SWD subgroups
4. Administration will analyze summative and formative observation feedback to determine common areas of need, and design and/or coordinate professional development based on those needs. After consulting with teacher teams, professional development in the form of presentations, inter-visitations, and instructional rounds will be scheduled on a regular basis (1x a month). 100% of all teachers will attend weekly professional development.
5. Teachers will have the opportunity to provide feedback regarding the quality of weekly professional development

#### **6. Key personnel and other resources used to implement each strategy/activity**

1. Literacy Support consultant in conjunction with the Assistant Principal and Principal

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

1. 85% of all teachers will show improvement on our school's three prioritized Charlotte Danielson domains (Questioning and Discussion, Engaging Students in Learning and Assessment)
2. 100% of teachers will receive feedback on these particular areas on their observation reports and/or on lesson plans and student work

#### **8. Timeline for implementation and completion including start and end dates**

1. Teachers will formulate Danielson aligned goals by October 2013
2. An individualized teachers' needs assessment will be administered by October 2013

3. Administration will analyze summative and formative observation feedback to determine common areas of need, and design and/or coordinate professional development based on those needs by November 2013
4. Teachers will have the opportunity to provide feedback regarding the quality of weekly professional development (ongoing).

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

1. Teacher's will formulate their Danielson aligned goals during our weekly professional development
2. The teachers' needs assessment survey was administered in our Monday Professional Development and the results were analyzed by our Literacy Support Specialist and Assistant Principal
3. Summative and formative observation feedback will be analyzed during our scheduled cabinet meetings
4. At the close of each professional development training teachers will complete a feedback survey, survey results will be reviewed by the coach and administration

**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).

Monthly Parent Association and School Leadership Team meetings will be held as a forum to discuss, among other topics, our annual professional development calendar.

Parents will be encouraged to complete the 2013-2014 NYC School Survey in order to gain further insight about the quality of teaching as viewed by all school community members.

**Budget and Resource Alignment**

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

	Tax Levy	X	Title IA		Title IIA		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.

Attain at least a 72% graduation rate for Cohort 2014, our first graduating class. Additionally, at least 80% of students eligible to graduate will complete the college application process and apply to at least 2 colleges or vocational schools by June 2014

**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.

Currently we have 32 out of 79 students on track for graduation. We have an additional 30 students who are track with their credits but need regents examinations. 14 students are off track with regents and credit accumulation

**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.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Hired an F status Guidance Counselor so that we can have a full-time Guidance Counselor devoted solely to the senior class

2. Individually programmed 12th grade students to fulfill any missing graduation requirements.
3. Increased Regents Prep offerings to help 12th graders complete their Regents exams requirements
4. Schedule individual conferences for 12th grade students with Guidance Counselor to determine student's progress toward graduation
5. Hire Options for College to work with students to develop a strong college personal statement essay
6. Offer the Kaplan SAT Prep Program to 12th graders to improve SAT scores
7. Arrange for visits by college admissions officers to meet students
8. Take multiple trips to visit CUNY and SUNY colleges

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

3. 12<sup>th</sup> grade Guidance Counselor, Assistant Principal of Special Education and Guidance, Option for College

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

1. We will identify the academic needs of those students designated promotion-in-doubt by January 2014 on ATS
2. We will use marking period data throughout academic year 2013/2014, as reported on STARS and Datacation / Skedula, assisting school counselors in identifying those students in need of credit recovery opportunities as well as Academic Intervention Services.
3. Conduct frequent informal observations to provide formative feedback (written and verbal) to guide and strengthen instructional practices
4. Conduct cycles of looking at student work with specific protocols to better determine high leverage skill gaps
5. Conduct professional development on Universal Design for Learning. The principles offer multiple entry points for all students to access material
6. Integrate instructional members of the Instructional Support Services into content area teacher teams so that all teachers are planning and providing full access to all students
7. Continue to align curriculum with Common Core Learning Standards and Instructional Goals
8. Continue to conduct intervisitations – sharing of best practices
9. Continue to provide focus, structure, and support for teacher teams

Activities listed above directly correlate with classroom outcomes, credit accumulation and student engagement. Improving teacher performance through the above activities will improve student performance and therefore increase student graduation rate, creating a solid instructional foundation for students supported by curriculum alignment, data reflection and the sharing of best practices.

**5. Timeline for implementation and completion including start and end dates**

1. Hired an F status Guidance Counselor so that we can have a full-time Guidance Counselor devoted solely to the senior class (August 2013)
2. Individually programmed 12th grade students to fulfill any missing graduation requirements (September 2013 and ongoing)
3. Increased Regents Prep offerings to help 12th graders complete their Regents exams requirements (October 2013)
4. Schedule individual conferences for 12th grade students with Guidance Counselor to determine student's progress toward graduation (November 2013)
5. Hire Options for College to work with students to develop a strong college personal statement essay (ongoing)
6. Offer the Kaplan SAT Prep Program to 12th graders to improve SAT scores (September – November)
7. Arrange for visits by college admissions officers to meet students

8. Seniors will have the opportunity to visit at least 4-5 college by the end of November

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

The senior counselor will meet regularly with seniors to review graduation status and provide college and vocational related workshops

The senior counselor will meet with all seniors by mid-September to ensure students are programmed appropriately

The regents preparation classes will be increased from 50 hours to 65 hours

Options for college will be here 1-2 x per week to work with students on their college essays

SAT preparation will take place on Mondays afterschool and on Saturdays from 9:00 am -1:00 pm

Students have taken Saturday trips to visit multiple colleges and vocational schools

**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).

We will continue to present parent workshops at Parent Association meetings and School Leadership Team Meetings to inform parents about AYP, NYS Common Core Standards, ELA Regents requirements, Reading & Writing requirements, promotional guidelines, goal-setting, accessing ARIS Parent Connect and Datacation/Skedula/Engrade, etc.

We will increase communication with parents and students via Engrade, an online grade book, where teachers, parents and students can log on, on a daily basis to document and monitor student progress, thereby improving attendance and student performance for students in at-risk subgroups

**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	x	Title IA	Title IIA	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 #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, 100% of all classroom teachers will incorporate ELA and Math Tasks aligned to the Common Core Learning Standards into their instructional planning across content areas as measured by the additions to the Units of Study.

**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.

After implementing our current Units of Study in both ELA and Math, we noticed that further support was needed to assess the degree to which our students were meeting grade specific Common Core 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.

**1. Strategies/activities that encompass the needs of identified subgroups**

- 1. Teachers will become familiar with Charlotte Danielson’s Framework for Teaching, to help build a strong and supportive learning environment to promote successful learning for all students.
- 2. Professional development will be scheduled to explain how to incorporate the CCLS in all content areas to ensure that the achievement gap is being closed
- 3. Opportunities will be provided for teachers to collaborate and develop inter-disciplinary performance tasks appropriate for their grade
- 4. Teachers will create rubrics aligned to the Common Core Learning Standards to monitor student work and plan next steps

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

- 1. Administration, Instructional Leads, Literacy Support Coach

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

- 4. 100% of all teacher’s will submit an interdisciplinary common core aligned unit plan by October 2013 and 100% of all teachers will receive feedback and suggestions for revisions on their unit plans by November 2013
- 5. 100% of revised unit plans will be collected by administration for review again in December 2013
- 6. 100% of all teachers will be observed on at least 1 lesson that is aligned to their interdisciplinary common core aligned unit plan with emphasis placed on multiple entry points for SWD’s and ELL’s

**7. Timeline for implementation and completion including start and end dates**

- 1. Teachers will become familiar with Charlotte Danielson’s Framework for Teaching, to help build a strong and supportive learning environment to promote successful learning for all students (ongoing)
- 2. Professional development will be scheduled frequently to explain how to incorporate the CCLS in all content areas and to ensure that instructional strategies that close the achievement gap are being implemented (ongoing)
- 3. Opportunities will be provided for teachers to collaborate and develop inter-disciplinary performance tasks appropriate for their grade (Summer Curriculum Institute and at Weekly Professional Development Meetings).
- 4. Teachers will create rubrics aligned to the Common Core Learning Standards to monitor student work and plan next steps (Argumentative writing rubric will be completed by November 2013)
- 5.

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

Charlotte Danielson Framework Training will take place at our weekly professional development workshops and during pre and post observation conferences

Common Core Learning Standards workshops will take place at our weekly professional development meetings and in department team meetings

Teachers will participate in a 5 day curriculum institute to create inter-disciplinary units of study and performance tasks

Teachers will create content area argumentative writing rubrics in their weekly department team meetings

**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 provided with a survey to indicate workshops that are interested in attending on the Common Core Standards

Workshops will be provided throughout the school year on the implementation of the Common Core Learning 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	x	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								

### **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.

By June 2014, students will continue to formulate higher- level questions to deepen their understanding as measured by teacher assessment of student work and discussions

#### **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.

Classroom observations and walkthroughs have indicated a need to focus on Competency 3b, Questioning and Discussion. Strengthening questioning and discussion techniques will encourage higher-level thinking among our students and support teachers with moving towards and highly effective

#### **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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
  1. Professional development on questioning and discussion techniques will be provided
  2. Teachers will explore Bloom’s Taxonomy and the Depth of Knowledge Wheel as tools to build questioning techniques and academic vocabulary
  3. Teachers will design grade specific tasks with a focus on asking and answering questions
  4. Opportunities will be provided for teachers to observe their colleagues and share best practices through inter-visitations
  5. Teachers will continue to use Danielson’s Rubric to assess their students’ questioning and discussion skills. This rubric will be reviewed throughout the year to determine next steps in questioning and discussion techniques
- 2. Key personnel and other resources used to implement each strategy/activity**
  1. Administration, Instructional Leads and Literacy Support Coach
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents highly effective, effective, developing or ineffective practice across competencies 1e and 3b
  2. Self-reflections will be used in a minimum of two of observations to measure the alignment between teacher’s self-assessment and observed practice
  3. Teacher’s will share highly effective lessons (particularly on questioning and discussion-domain 3b) with the school community in our Monday PD workshops
- 4. Timeline for implementation and completion including start and end dates**
  1. Professional development on questioning and discussion techniques will be provided (ongoing)
  2. Teachers will explore Bloom’s Taxonomy and the Depth of Knowledge Wheel as tools to build questioning techniques and academic vocabulary (ongoing)
  3. Teachers will design grade specific tasks with a focus on asking and answering questions (January 2014)
  4. Teachers will continue to use Danielson’s Rubric to assess their students’ questioning and discussion skills. This rubric will be reviewed throughout
  5. the year to determine next steps in questioning and discussion techniques (ongoing)

5. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6. Professional development on questioning and discussion, revised blooms taxonomy and questioning and DOK will occur in our weekly meetings that are held on Mondays
7. Grade specific performance tasks will be created during weekly PD and during department meetings
8. Review of the Danielson Rubric will take place in professional development and during pre and post observation conferences

***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 provided with a survey to indicate workshops they are interested in attending on improving questioning and discussion in the classroom  
Workshops will be provided throughout the school year on the implementation of the Common Core Learning Standards and strategies to promote discussion in the classroom

***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	x	Title IA	Title IIA	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.

### 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.)
<p><b>ELA</b></p>	<p>9<sup>th</sup> grade—Achieve 3000 program</p> <p>All English classes use the following strategies in AIS for critical reading:</p> <ol style="list-style-type: none"> <li>1. <b>Previewing:</b> Learning about a text before really reading it.</li> <li>2. <b>Contextualizing:</b> Placing a text in its historical, biographical, and cultural contexts.</li> <li>3. <b>Questioning to understand and remember:</b> Asking questions about the content</li> <li>4. <b>Reflecting on challenges to personal beliefs and values:</b> Examining student’s personal responses.</li> <li>5. <b>Outlining and summarizing:</b> Identifying the main ideas and restating them in the students own words</li> </ol> <p>ELA teachers also implement the following strategies in their lessons: Activating Prior Knowledge, Teacher</p>	<p>Small Group</p>	<p>Before School, during school and afterschool</p>

	Read Alouds, Story-mapping, content based vocabulary building and think-pair-share.		
<b>Mathematics</b>	<p>Math teachers use the following strategies:</p> <ol style="list-style-type: none"> <li>1. Formal and Informal Assessment</li> <li>2. Cooperative learning activities</li> <li>3. Flexible grouping</li> <li>4. Incorporating multiple representations</li> <li>5. Rubrics for assignments</li> <li>6. Accountable Talk instructional strategies</li> <li>7. Real life application</li> <li>8. Content based vocabulary building</li> </ol>	Small group	Before school and after school
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Formal and Informal Assessment</li> <li>2. Flexible grouping</li> <li>3. Differentiated instruction</li> <li>4. Accountable Talk instructional strategies</li> <li>5. Real life Application</li> <li>6. Content based vocabulary building</li> </ol>	Small group	Before school and after school
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Formal and Informal Assessment</li> <li>2. Flexible grouping</li> <li>3. Differentiated instruction</li> <li>4. Accountable Talk instructional strategies</li> </ol>	Small group	Before school and after school

	<ul style="list-style-type: none"> <li>5. Real life Application</li> <li>6. Content based vocabulary building</li> </ul>		
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	Role play therapy, person-centered counseling and cognitive behavior therapy	Small group and one to one	Before school, during the day and one to one

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

A. 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 *TA 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.			
<b>School Wide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
<ol style="list-style-type: none"> <li>1. Potential teachers are interviewed by a panel of school based representatives that include the Principal, Assistant Principal, UFT Chapter Leader, 2 additional teachers, a parent and 5 students.</li> <li>2. The interview process includes the following steps             <ol style="list-style-type: none"> <li>a. A face to face interview with the school based team</li> <li>b. A fishbowl whereby candidates have to develop a lesson with competing candidates that demonstrates their content knowledge and ability to demonstrate collaborative skills</li> <li>c. A demo lesson presented to a class a mixed ability students</li> </ol> </li> <li>3. All new teachers are provided with support from a mentor and from our Literacy Support Coach</li> </ol>

**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).
<p>Teachers are participating in high quality professional development that includes some of the following topics:</p> <p><b>Structures for Improvement: Looking at school-wide goals in order to set individual instructional goals</b></p> <ul style="list-style-type: none"> <li>• Last year's Quality Review results, CEP, and PPR</li> <li>• New Quality Review Rubric</li> <li>• Setting individual instructional goals</li> </ul> <p><b>Instructional Core: Common Core Aligned Units and The Learning Voyage</b></p> <p>Last year's teachers present their projects</p> <ul style="list-style-type: none"> <li>• Pair up this year's teachers</li> <li>• Present planning rubrics and standards</li> <li>• Planning Time</li> </ul> <p><b>School Culture: Looking at Student Data and Developing Objectives</b></p> <ul style="list-style-type: none"> <li>• Examine data for "Off Track" students (Achieve 3000, Regents scores, passing rates, etc. )</li> <li>• Cross reference data with teachers' rosters</li> <li>• Discuss College and Career Readiness benchmarks</li> <li>• Effective ongoing practices for these students in the classroom</li> </ul> <p><b>Instructional Core: A Close Look at Some Frameworks</b></p> <ul style="list-style-type: none"> <li>• Identifying and reflecting on the three prioritized classroom practices</li> <li>• Investigating how these practices are rigorous</li> <li>• Incorporating UDL practices</li> </ul> <p><b>Structures for Improvement: Developing Inter-visitation Protocols</b></p> <ul style="list-style-type: none"> <li>• Understanding Instructional Rounds</li> </ul>

- Developing an in-house version of instructional rounds
- Using Instructional Rounds protocols

**School Culture: Giving Students Clear, Focused and Effective Feedback**

- After assessment: now what?
- Effective student academic and personal behaviors
- Supporting College and Career Readiness Benchmarks

**Instructional Core: Checking In On Rigor**

- Shared understanding of rigor; what is a “meaningful work product”?
- Designing coherent instructional practices
- Rigorous questioning and discussion practices

**Instructional Core: Checking In On Common Core Units**

- Teachers share unit planning and implementation work so far, Including the Learning Voyage
- Teachers plan units, including Learning Voyage

**Instructional Core: Using Questioning and Discussion**

- Deepening student understanding
- Effective discussion techniques
- Question and Discussion and Depth of Knowledge

**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.).

Funds are set aside for students in temporary housing to purchase school supplies, school uniforms, glasses and or toiletries needed.

**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.

Targeted funds were used to hire a full-time school counselor for targeted assistance students. This will reduce the school counselors’ caseloads and ensure that students are receiving more intensive academic and social emotional support

**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).

Title 1 funds are also used to provide extended learning time in our summer programs and afterschool PM programs. Additionally, funds are utilized to provide weekly teacher training to ensure high quality curriculum that closes the achievement gap

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## **Parent Involvement Policy (PIP)**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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 <b>27</b>	Borough <b>Queens</b>	School Number <b>324</b>
School Name <b>Rockaway Park High School for Environmen</b>		

### 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 <b>Jennifer Connolly</b>	Assistant Principal <b>Matthew Katz</b>
Coach <b>Shira Katz</b>	Coach <b>type here</b>
ESL Teacher <b>Patricia Mangan</b>	Guidance Counselor <b>Jennifer Izzo</b>
Teacher/Subject Area <b>Lisa Dolce/Special Education</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Denise Caperna/Special Educat</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>Lynette Brown/Guidance Counsel</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>359</b>	Total number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>4.46%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										3	3	2	1	9
Discrete ESL class										2	2	2	2	8
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	5	4	3	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	6
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	6

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
Dual Language										0
ESL	2	0	0	8	2	3	6	1	3	16
Total	2	0	0	8	2	3	6	1	3	16

Number of ELLs who have an alternate placement paraprofessional: 3

### 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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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	0	0	0	1

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)										4	1	2	0	7
Advanced (A)										2	3	1	2	8
Total	0	0	0	0	0	0	0	0	0	7	4	3	2	16

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra	7		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	4		1	
Physics				
Global History and Geography	3		2	
US History and Government	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

1. Our school uses the NYESLAT and Lab-R tests to assess the early literacy skills of our ELLs. This data provides information on the student's listening, speaking, reading and writing skills and allows us to determine the level of instruction. Students in our school consistently did best on the speaking portion of the tests. Scores are generally lowest in reading. For example, on the 2012 NYSESLAT, (scores for 2013 are not broken down by modality) an examination of the results shows that scores of 10<sup>th</sup> grade students on the Listening/Speaking portion of the test ranged from 697 to 805. Reading/Writing scores ranged from 684 to 747. Scores of 9<sup>th</sup> graders ranged from 714 to 805 on the listening/speaking portion and from 659 to 747 on the reading/writing sections. (Ninth and tenth grades were the only grades in our school that year.)

These scores have been consistent in the last three years. However, the latest NYSESLAT results from spring 2013 show evidence of improvement, with 7 of 22 students placing proficient on both parts of the exam. The low reading and writing scores of ELLs who remain indicate that reading strategies must continue to be strengthened as much as possible in ESL and in content area classes.

Achieve 3000 is used in our computer lab by the content-area teachers and the ESL teacher, giving another diagnostic tool to assess ELLs' reading comprehension and vocabulary level. Teachers also have access to Castle Learning, a software program which helps teachers design assessment options for students, including ELLs.

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

These results show that reading and writing skills must be reinforced. Students who have been in this country longer consistently do better on speaking and listening parts. The reading and writing scores are lower in part to interrupted education in this country for some students and poor reading and writing skills when they first arrived in the U.S.

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 [AMAO tool](#))

Directed not to respond, as state did not release information on 2013 modalities.

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?

A.) ELLs who took Regents exams in June and August fared better in Global Studies and US History. Passing scores in Integrated Algebra were the lowest, a reversal of our results in the two previous years. However these scores were consistent with the rest of the student population.

B.) Results of the ELL Periodic Assessments are carefully reviewed by the assistant principal and the ESL teacher to assess the weakest and most proficient skills of the students. It was clear that the assessments showed weaknesses in reading and writing and scaffolding strategies were formulated to best support ELLs in their content area classes.

C.) Results of the periodic assessments in fall 2012 were found to be strongly aligned with results of the NYSESLAT exams in spring 2012. Overall, listening and speaking skills were stronger than reading and writing. However, some students scored proficient (passing) on the reading/writing portions. Native language support is systemic and not limited to the ESL classroom. In addition to dictionaries and other materials in the native language used by ELLs, school staff who are able to provide support to students during the school day are used to help ELLs in their native languages. Teachers group students of the same native language for certain activities so they can assist each other and respond in their native language. This can be applied to after-school and before-school programs and summer school as well.

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](#).)

N.A.

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

A full range of testing accommodation are given to ELLs and to former ELLs for up to two years after passing the NYSESLAT. Accommodations include time and a half extensions, separate locations, bilingual glossaries for word-for-word translations, oral translations for which the city has no translated written versions of the test, and written responses in the native language. Content-

area teachers and the ESL teacher are in continual contact to ensure that ELLs' instructional needs are met. For example, the ESL teacher will often pull out the students to work on essay assignments or any other work deemed difficult by both teachers. The teachers discuss which scaffolding techniques will increase proficiency in the weaker areas.

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.).
  - 8.. We evaluate the success of our programs for ELLs by results of the NYSESLAT test, their grades in content-area courses, and their results on the Regents exams. For example, on the NYSESLAT, we see whether the student has progressed from Beginner to Intermediate or from Intermediate to Advanced or from Advanced to Proficient.

## 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](#).)
  1. The Home Language Identification Survey is given in the parent's first language. If the parent's first language is not one of the translated languages in the survey, we contact the DOE's Office of Translation and Interpretive Services, which can translate the letters and conduct the formal interview in the native language. Someone from that office can either come to the school or speak to the parent by phone.

The parent and child will be interviewed by an ESL pedagogue. The informal oral interview is conducted in English or in the parent's native language by a staff member who speaks the parent's native language. Based on the parent's responses on the HLIS and the interview conducted by the ELL coordinator, the Home Language Code will be established by the ELL coordinator.

If the student's home language is not English, the student is eligible to be tested with the LAB-R. If the student does not score proficient on the LAB-R, the student will receive ELL services. If the student's home language is Spanish and he or she doesn't score proficient on the LAB-R, the student will be administered the Spanish LAB.

The ESL teacher, Patricia Mangan, or the Assistant Principal, Matthew Katz, will conduct the initial screening, administer the HLIS, the Lab-R and the formal initial assessment.

ELLs are annually evaluated in the spring using the NYSESLAT. ELLs are given the test every year until they reach English language proficiency. NYSESLAT grades are reviewed in ATS by the ESL teachers and content-area teachers to evaluate ELLS' proficiency in reading, writing, listening and speaking. The ESL teacher consults with content-area teachers to find the best scaffolding techniques to raise proficiency in those four areas.
  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.
    2. After students are identified as ELLS, within 10 days of registration, parents are provided an orientation by the ESL teacher and the assistant principal. During the orientation, parents are shown the New York City video informing them of the three New York City program models – Transitional Bilingual, Dual Language, and Freestanding ESL. Parents will receive additional information about the three choices and will have an opportunity to ask questions. They will receive a parent program selection form and will be required to select one program model in order of preference.

After making a choice, they will be informed of the program currently offered in our school. If their first choice is a program not offered in our school, the parent will have the option to transfer the student to another school in the district that offers the requested program.

If they choose to stay in our school, they will be placed in the current ESL program.

Parents will be informed that if the school receives enough requests to warrant opening a Transitional Bilingual or Dual Language program, we will open such a program as required by CR Part 154.

Parent choice letters are filled out in school during parent orientation meetings, which are done on the day the parent and child first come into the building.

The intake process is done on the one day the parent and child come to the building. The ESL teacher and the assistant principal will be available to ensure the process is completed.:

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 [\[see tool kit\]](#).)
  3. Our LAP coordinator is responsible for the distribution of entitlement letters and ensures that the Parent Survey and Program Selection forms are returned. These forms are distributed on the same first day when the intake process and the LAB-R test are conducted. A report of the letters and surveys returned is developed by the ESL teacher who forwards the report to the Testing Coordinator. Entitlement letters, surveys, and program selection forms are stored in the office which houses the student's cumulative folder and they remain in the student's permanent record.
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.
  4. During the parent orientation, parents of identified ELLs are provided with the NYC video outlining the Transitional Bilingual, Dual Language and Freestanding ESL models. They are required to choose a program. The parent orientations are conducted in English and in the parent's native language with the support of our Spanish-speaking ESL teacher. If the parent's native language is not Spanish, we will contact the Office of Translation and Interpretive Services for assistance. If the parent's first choice of program is not offered in our school, the parent will have the option of transferring the child to another school in the district that offers the requested program.

All communication with the parents will be conducted as much as possible in the parent's native language with help of interpreters and translated documents.

For students who are in our building and did not score proficient on the NYSESLAT, the ESL coordinator will send home to parents the Continued Entitlement letter. If parents wish to change the student's program, they will need to meet with a staff member at the school to discuss their choice.

Information about the student's language, parent choice and entry date is updated on the ELPC screen in ATS within 20 days of the student's enrollment.
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.

Each year in the spring ELLs are administered the speaking, listening, reading and writing portions of the NYSESLAT. Under new state regulations this year, the speaking subtest is administered and scored by teachers other than the ESL teacher or the student's ELA teacher. The ESL teacher administers the listening and reading tests, which are multiple choice. For the writing subtest, all of the constructed-response question in the students' writing booklets were scored by a committee of two teachers, who divided the work, as no individual teacher is allowed to score more than half of the questions. Again, the students' ESL and ELA teachers were not allowed to score this part. The ESL coordinator and the testing coordinator ensure that all eligible NYSESLAT students, as listed in ATS reports, have taken all four sections of the NYSESLAT. If a student is absent on a designated test day, the student must be provided a makeup day.
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. 
  6. The program model offered by our school is aligned with parental requests. We have 16 ELLs and the parents of these students have chosen our model. In the past 3 years we have only had two students both, Spanish speaking, whose parents chose a Spanish bilingual program at another school in our district. In the future, we will ensure that alignment continues to be built between parent choice and program offerings by having our administrators review the program offerings biannually.

The assistant principal supervises the ELL identification process and record keeping of parent letters and files. These files include the HLIS, the parent's choice and the student's placement. The records are in the students' cumulative folders and copies of these files are held in the school's main office.

## 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])?
    1. The goal of our Freestanding ESL program is to provide academic content-area instruction in English using ESL methodology and instructional strategies, and using native language support to make content comprehensible.
      - a.) Based on NYSESLAT scores, students are categorized as beginner, intermediate and advanced. Of our school's 16 ELLs, one is beginner, seven are intermediate and eight are advanced. We mainly use a push-in model, combined with a few pull-out classes when necessary. The ESL teacher primarily pushes into the core classes; for example, Living Environment, Earth Science, Algebra, Global Studies, and English Language Arts. Most students who are pulled out are in the beginner or intermediate level, and the pull-out class serves to give them more intensive literacy skills in reading, writing, speaking and listening. They are never pulled out of their core classes. The only classes they are pulled out of are electives such as Art or Carpentry.

During the push-in sessions, the ESL teacher serves as a co-teacher with the content area teacher. Co-planning sessions are conducted by the teachers during their preparation periods and the two strategize before classes. In some cases, ELLs in the beginner or intermediate level may be grouped together within the class solely to assist them with vocabulary or reading they may be struggling with.
      - b.) Students are placed by grade heterogeneously, except for those in ICT classes, who usually travel together as a group.
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)?
    2. In our Freestanding ESL model, the ESL teacher ensures that beginner ELL students are provided 540 minutes per week of ESL instruction; intermediate students receive 360 minutes per week, and advanced students receive 180 minutes per week. This

is done through a combination of push-in and pull-out models, as outlined in question No. 1. Students receive a majority of ESL instruction through the push-in model in their core classes, and are pulled out only in elective classes. In the push-in model, the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support. This model promotes collaboration between the classroom teacher and the ESL teacher and decreases class-instruction time loss.

Advanced students, who require fewer ESL instructional minutes, are mostly seen in their content area classes as many of them will be taking Regents exams in June. Those who may be struggling with content-area classes can see the ESL teacher for additional support on her prep period.

In pull-out classes, ELLs are brought together for English-acquisition-focused instruction. but the ESL teacher plans carefully when they meet to ensure they will not be deprived of content instruction time in their own classrooms.

Students are instructed in reading, writing, listening and speaking in a variety of ways. Listening and speaking are addressed by conversation, Step by Step text books and modeling of correct pronunciation by the ESL teacher. Reading and writing are mastered by the use of ESL books in fiction and non-fiction articles, newspaper reading, grammar texts, dictionaries and glossaries.

In addition, students are exposed to these four skills in their content area classes. Students also have access to the computer lab during ELA and Global Studies classes for Achieve 3000, an intensive software program in reading comprehension.

In ELA, for example, students this semester have read "The Pearl" and have received intensive vocabulary instruction through scaffolding techniques with the aid of the ESL and ELA teachers. Students with assignments in reading and writing given by the ELA teacher receive help in those areas from the ESL teacher both in class and in a pull-out setting, depending on the level of the ELL. Writing assignments can range from a composition to a five-paragraph essay. The content area teacher and the ESL teacher confer continually to strategize scaffolding techniques for the ELL student. Students also have access to the computer lab throughout the day in content area classes, in ESL and during their lunch period if they wish. In the lab, they use Internet resources for intensive language and literacy support and to further their development of academic language.

Intermediate and advanced students actually receive more than the allotted instructional minutes because they are sometimes present in the class when the ESL teacher is pushing in for the beginner students.

ELLs are also afforded additional support by the content area teachers who offer tutorial assistance in the content area during their professional periods. ELLs may also participate in an optional ninth period class, when classes in Participation in Government, Economics and Shakespearean theater are offered.

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.

3. All programs for ELLs are aligned to the Common Core Learning Standards. These programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence.

Content areas are delivered by licensed content area teachers who, with the help of the ESL teacher, teach strategies using an ESL approach. In the content area classes, teachers use differentiated instruction for ELLs, sometimes grouping or pairing them together as needed. A cluster of students who have the same native language in classrooms may be seated together to allow students to access content by interacting with each other at various levels of language skills.

Teachers focus on the development of academic writing which is specific to the content area. Some have requested glossaries for their particular subject area. Content area teachers are also offered QTEL classes. These skills will be further reinforced at professional development sessions throughout the year and with the purchase of books designed to assist these teachers with ELL student needs.

Native language support for ELLs is also afforded. The majority of our ELLs are Spanish speaking and the ESL teacher, whospeaks Spanish, uses their native language as needed when helping students in the content areas.

In English Language Arts, a beginner student may be allowed to use the native language translation of a novel if needed.

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

4. Aside from the Spanish Lab test, students are evaluated in class by the ESL teacher, who is fluent in Spanish and French.

Fiction and non-fiction books are available in the native language for all ELLs.

Students are asked to bring in native language reading materials so the teacher can asses their reading comprehension in the native language. The ESL teacher tries to use the student's native language whenever possible. Offering both language development and support for content instruction in the native language is helpful for ELLs because it accelerates literacy in both native language and English and boosts the student's self-esteem.

Native language support, such as the use of bilingual dictionaries and strategic homogeneous linguistic grouping in the ESL class, is used.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are evaluated in various ways throughout the year. Two principal exams are administered -- the Periodic Assessments in the fall in speaking, listening, reading and writing, and the NYSESLAT, given in the spring in the same four modalities. However, the principal evaluation lies in the hands of the ESL teacher and content-area teachers in the classroom. Teachers can evaluate progress in speaking and listening through student participation in classes and progress in reading and writing through regular assessments and daily assignments. Grades on progress reports and midterms are carefully monitored by the ESL teacher throughout the year with follow-up discussions with the ELL's content-area teachers.
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).

6.

a. SIFE students receive literacy instruction which has been specially designed to accelerate learning. They can receive extended instruction participating in our zero period tutoring classes held in all subjects by teachers before the start of the school day. They can also attend after-school classes or tutoring. Because our SIFE students must make up the academic skills they have missed, the small group instruction they are offered in the pull out program best serves their needs. Material covered in content areas is reinforced and help is offered where needed.

b. For ELLs in US schools for less than three years, students need accelerated instruction to pass the ELA exam required for them after one year. Academic intervention for these newcomers includes intensive vocabulary and reading strategies in their pull-out classes to reinforce the ELA content class and the use of Achieve 3000 in the computer lab.

c. ELLs receiving service from 4 to 6 years need a variety of stimulated instruction. Effort is made to offer modern day readings, use the computer lab and provide advanced intensive writing skills. For example, in 12<sup>th</sup> grade ELA, the ESL teacher pushes in to help students at this level with writing their college essays.

d. Long-term ELLs who have completed 6 years of service could be in danger of dropping out. However, in our school they are mainstreamed into the general population so they do not feel isolated and are encouraged to join our after-school clubs such as weight training and exercise, where they are open to meeting American students. LTE students are offered differentiated instruction in both the push-in and pull-out environments. During push-in, the ESL teacher works separately with the LTE's with the help of the content-area teacher. The ESL teacher also works separately with LTE's in the ESL classroom where she can provide support to the students on assignments from their content area classes.

e. Former ELLs who have tested proficient are provided transitional support for two years. They, as well as their content teachers, are informed of regulations governing testing accommodations allowed to them for two years after testing proficient. They may be given tutorials if needed by content-area teachers, who can provide ESL strategies for academic support. Former ELLs will continue to have differentiated instruction and be individually supported by teachers. They will be provided dictionaries, glossaries and native language support if needed. Students who may be struggling academically are recommended to attend after school programs in test prep.

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?

7. ELLs identified as having special needs can thrive in our small group, differentiated instruction when they are pulled out. Special education students who may exhibit behavioral problems may be encouraged to work separately with the ESL teacher in the content area class. These students are also helped by a special education teacher who pushes in to the content-area classes and pulls them out for resource room instruction. Both the ESL teacher and the special education teacher confer regularly on the progress of ELL-SWDs.

Teachers of ELL-SWDs periodically review the student's IEP to ensure they are receiving all mandated services and that those who need ESL instruction are receiving it. The IEP's are distributed to the ESL teacher at the beginning of the school year. The ESL teacher also attends the annual IEP evaluation with the special education teacher and the guidance counselor.

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?
  8. ELL-SWDs have access to an Integrated Co-Teaching (ICT) classroom. They are mainstreamed into the general education

population and are taught by the special education teacher and the content-area teacher in four core subjects. The ESL teacher can push in to the class or can see the ELL-SWD student in a pull-out setting during one of their elective classes. Some of our Spanish bilingual ELL-SWDs have a bilingual para with them throughout the day, who can assist them with academic content. Depending on the recommendation of their IEPs, ELL-SWDs also have a resource room available where they have access to differentiated materials according to their specific needs.

### Courses Taught in Languages Other than English

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

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

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

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

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

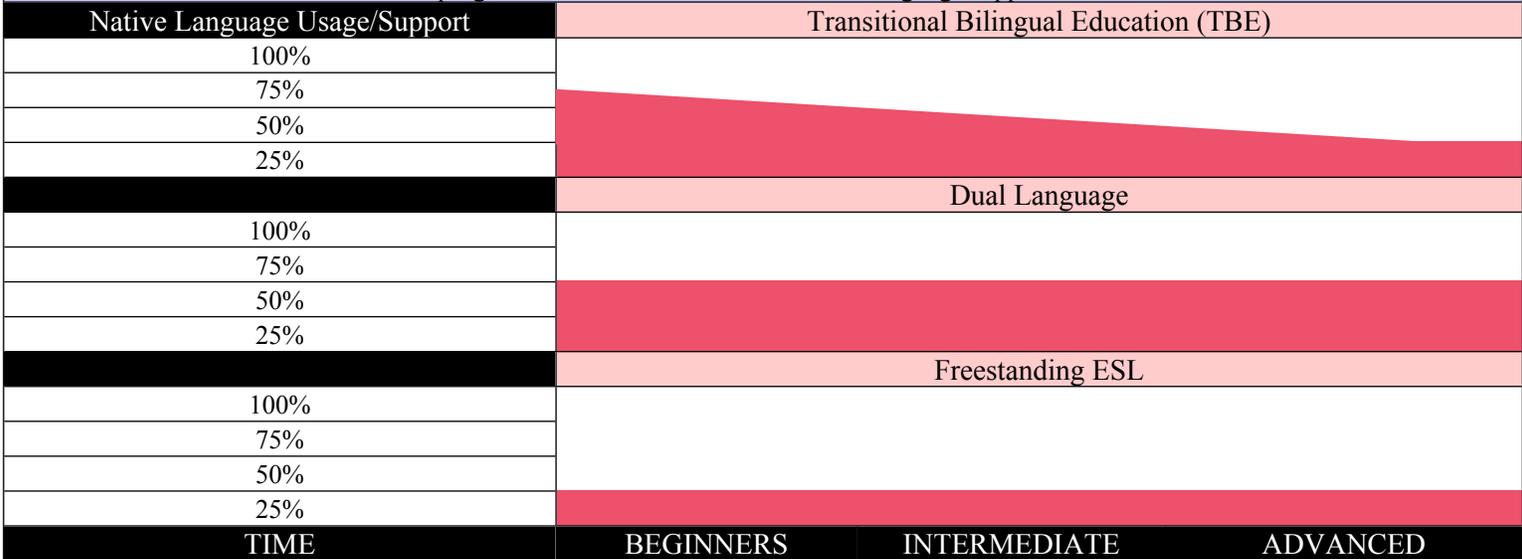
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

## B. Programming and Scheduling Information--Continued

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.
9. ELLs with 0 to 3 years of service receive push-in support in the content areas in addition to the mandated ESL instruction. The ESL teacher co-plans and co-teaches with the content area teacher to offer intervention services to the newcomers. Students with 4 to 6 years of service and long-term ELL learners receive push-in services as well as support with Achieve 3000. A ninth period in our school, which offers credit-bearing courses such as Participation in Government, Economics and Shakespearean Theater, will also provide these students additional language support. English is primarily used for support but Spanish is used as well if deemed necessary, especially for newcomers.
- The after school program in academic areas is open to ELLs who need additional support. We offer PM tutoring sessions in math, Global Studies, science and English. Throughout the year, our school holds Regents prep classes in science, math, Global Studies, US History and English. Prep classes for the PSAT and SAT are also offered. All ELLs on any level can participate. Content-area teachers also offer small tutoring classes during their prep periods in math, global studies, ELA and science. All classes are taught in English; however, we have some Spanish-speaking staff who can provide assistance.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Assessments the past year indicate that our current program is meeting the needs of ELLs in both content and language development. Results of the 2013 NYSESLAT show that all our ELLs performed better than the previous year. All beginner levels moved to intermediate, all but one of the intermediates were promoted to advanced, and 7 of our 22 students scored proficient, or passing. These were our best results since our school began operation in 2010 - 2011.
- Students passed Regents exams in US History, Global Studies, Integrated Algebra and Living Environment. ELLs and former ELLs will be part of our first graduating class in June and most are planning to attend college.
11. What new programs or improvements will be considered for the upcoming school year?
- We are in our fourth year of operation. As our enrollment increases and the number of students who take Regents exams grows, so has the extent of our offerings in after-school program for Regents Prep classes and for elective classes, all of which are open to all ELLs. The results of the ELL Periodic Assessments and the NYSESLAT will be closely reviewed this year for any improvements necessary.
12. What programs/services for ELLs will be discontinued and why?
- There are no plans to discontinue services or programs for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- :All ELLs are given equal access to all school programs. They can participate in an optional after-school program such as the Fitness Club and the Wrestling Club, taught by the school's gym teacher; they have access to all Regents Prep classes and all elective courses such as Economics, Participation in Government and Shakespearean theater; and they can also take tutorials. A journalism class producing this year's yearbook is being attended by ELLs as well. All ELLs can participate in PSAL teams in the school building, such as football, baseball, soccer, track and tennis.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In ESL we have a wide assortment of texts offered on 4 different levels. These include fiction and non-fiction reading for intermediate and advanced. Beginner students have several books for their level, including the Step by Step series and Milestones. All students are provided dictionaries and glossaries and can use software programs provided by some of their texts for use in the computer lab. Achieve 3000, a program which strengthens reading comprehension and language acquisition, is also being used. Teachers use Castle Learning, a computer program which helps them design assessments. We are in the process of researching and purchasing additional computer software.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The ESL teacher can provide native language support to Spanish and French speaking students. Eleven of our 16 ELLs speak Spanish. The ESL teacher pushes in to content area classes and can translate content when necessary.
- We are also looking into purchasing translated texts in the students' native language. ELLs also use dictionaries in class and can use on-line translated programs in the computer lab. Students can use computerized translators for Regents exams.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our required services support and resources correspond to ELLs' ages and grade levels. We strive to ensure that all materials are

age and grade appropriate. A high-school ELL, whether a beginner or advanced, is assigned reading appropriate for age and interest to teenagers. For example, our Penguin reading series includes leveled classic books as well as biographies of sports heroes, such as Michael Jordan and David Beckham.

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.

In August, ELLs were able to participate in a two-week optional program at our school focusing on environmental studies. Students took a credited English class and worked with the Waterfront Alliance, taking trips to a nearby marina and kayaking. One Saturday in September our school held freshman orientation for students and parents.

18. What language electives are offered to ELLs?

ELLs are offered levels 1,2, and 3 in Spanish.

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)?

Paste response to questions here:

### 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.

1. All staff members who teach ELLs may avail themselves of professional development courses, which are given periodically by the Department of Education Office of English Language Learners. Staff can register on the DOE Protraxx website to enroll in courses geared for high school ELLs, which showcase strategies, curricula and academic intervention across various content areas. We also send teachers to QTEL, which is a five-day series of meetings with other ESL teachers. In addition to ELL professional development courses outside of the school, the ESL teacher also makes herself available to content-area teachers throughout the school day, especially when she pushes in to their classrooms.

2 Teachers of ELLs can participate in classes offered by the Department of Education's Office of English Language Learners. The courses cover the acquisition of language development and how it is aligned with the Common Core Learning Standards. In addition, a teaching coach at our school gives weekly professional development classes, when teaching strategies for the Common Core are discussed with all staff.

3. Students entering our school from middle school are provided a two-week orientation in August at our school, focusing on environmental education. Students take a credited English class and work with Waterfront Alliance, taking trips to a nearby marina. This gives our new students an excellent opportunity to meet their fellow students, teachers, administrators and guidance counselors. Three guidance counselors are available to help ELLs as they transition to high school.

4. To meet the minimum hours of ELL training for all staff as per Jose P., staff are offered turnkey professional development at weekly faculty meetings. Staff meetings and staff development days are held when ESL strategy training is provided by the ESL teacher and teaching coach in collaboration with administrators and outside consultants. Model lessons are given to non-ESL teachers to be used in their content classes. For example, the ESL teacher shows how to differentiate instruction, depending on the ELL's language acquisition skills. Lessons also are demonstrated in how to group students of the same native language so they can offer support to one another in the classroom. Teachers are also provided with dictionaries and glossaries in their students' native languages if needed in content areas. Records, agendas, and materials used in professional development are kept by the school's teaching coach and the ESL coordinator.

## 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?
  1. There is an orientation in September for the parents of all incoming ELLs with teachers, administrators and guidance counselors. ELL parents are informed of curriculum and activities and given a tour of the school facilities.
  2. During the parent orientations, ELL parents are informed of the resources available to them in our school and in the community. We are also in collaboration with a community agency called Waterfront Alliance, which provides a two-week orientation for new and former students every year in August. Two college workshops will be offered this year for ELL students and parents. On two college trips this year parents served as chaperones, an invitation which is extended to ELL parents as well. We are planning other activities for parents of ELLs throughout both semesters. SUNY Day was held this fall to give information on state colleges to ELLs and their parents.
  3. We evaluate the needs of parents by surveys, informal conversations between the content-area teachers, guidance counselors, and the ESL teacher, and newsletters which are sent home.
  4. Our school has a Parents Association which meets once a month. Parents are apprised of school events, with opportunities for a question-answer period. All meetings with ELL parents and correspondence with them are translated into the family's native language. Two workshops for parents called "Options for College" are available for ELL parents to inform them of financial aid options for students. At the end of the school year ELL parents are invited to attend an awards ceremony, when certificates are given to students who have performed well in their content areas.

### **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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Rockaway Park HS for Environme**

**School DBN: Q27324**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Connolly	Principal		10/24/13
Matthew Katz	Assistant Principal		10/24/13
	Parent Coordinator		1/1/01
Patricia Mangan	ESL Teacher		10/24/13
	Parent		1/1/01
Lisa Dolce/Special Education	Teacher/Subject Area		1/1/01
Denise Caperna/Special Ed	Teacher/Subject Area		1/1/01
Shira Katz	Coach		1/1/01
	Coach		1/1/01
Jennifer Izzo	Guidance Counselor		1/1/01
	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: **27Q324**      School Name: **Rockaway Park High School for Envir**

Cluster:             Network: **404**

**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**

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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.

Within 30 days of a new student's enrollment, our school determines the primary language spoken by the parent of each student and whether the parent requires language assistance to communicate with the Department of Education. All parents of students enrolled in our school receive a language survey form which is translated into the covered languages --the nine most common primary languages other than English . Parents are asked "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?"

Our school keeps a current record of the primary language of each parent. This information is kept in ATS and on the student emergency card. In meetings regarding critical information about a student's education, parents whose primary language is Spanish or French are provided interpretation services by bilingual staff members. These meetings can range from annual IEP meetings to discussions with the student's guidance counselor. Parents whose primary language is not English or Spanish use the the telephone services of the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy.

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.

Of 358 students in our school, there are 56 homes whose primary language is Spanish, 4 homes whose primary language is French, and one each for Haitian Creole, Ibo, Italian, Mandarin, Native American, Tagalog, Polish and Panjabi. This information is recorded on ARIS and ATS and can be accessed by staff members in our school. In our school welcome packet, distributed at new student orientation, letters are provided in 10 different languages requesting information on which language parents prefer to be reached. In addition, school staff is notified of these findings as well as the services available for translation. We also use allocated budgetary resources for additional assistance in translation and interpretation.

We have approximately 35 parents of ELLs in our school. All of the Spanish-speaking parents require written translations and oral interpretation. These findings were shared to the school community by the guidance counselors. They inform the staff of language problems in the home and several Spanish-speaking teachers in our school can make phone calls to the home for the teachers who need to contact parents. All the language information in the home is on ATS, which is available to all staff.

## **Part B: Strategies and Activities**

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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.

Parents whose primary language is a covered language are provided a translation of documents that contain student-specific information regarding health, safety, disciplinary matters, entitlement to placement in special education and English Language Learner services. Notices for meetings such as Parent Association meetings which are held once a month are translated into the nine covered languages, listing the date, time and location as well as the meeting agenda.

Translation services for Spanish-speaking parents are provided by several Spanish bilingual staff. For the other languages, staff use translation resources of the Internet or the DOE website which has translations of certain school documents, such as notices for Parent Association meetings and parent-teacher conferences.

We also provide a cover letter or notice on the face of the English letter in the appropriate language, indicating how a parent can request free translation or interpretation of the document.

In addition, we use the Language Access Kit distributed by the Translation and Interpretation Unit. Most of our written translation services are provided by in-school staff; however, if we need an outside vendor for such services, our school budget allocates \$900 for translation and interpretation needs

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.

Interpretation services are provided to parents whose primary language is a covered language and who request such services for school meetings such as Open School Day and Open School Night. We have at least 5 staff members who are bilingual in Spanish and French and are always present at such meetings.

For parents whose language is not Spanish or English, we call the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy for interpretation by telephone.

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>.

In regard to notifications, our school provides each parent whose primary language is a covered language and who need language assistance with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also have posted near the primary entrance of our school a sign with information about covered languages and the availability of interpretation services. Our safety plan contains procedures to ensure that parents who need language services are not prevented from reaching administrators because of language barriers.

We also mail out monthly calendars and notifications of upcoming school events in the home's primary language. . To notify parents of events, we use School Messenger, a computer program in which school information is uploaded for translation into the home's primary language