



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** ROCKAWAY COLLEGIATE HS  
**DBN (i.e. 01M001):** 27Q351  
**Principal:** ROBERT YOUNG JR  
**Principal Email:** RYOUNG8@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
ROBERT YOUNG JR	*Principal or Designee	
ROBERT MESSINEO	*UFT Chapter Leader or Designee	
BRENDA HOPKINS	*PA/PTA President or Designated Co-President	
VIVIAN ANDUJAR	DC 37 Representative, if applicable	
ASHLEY CHAVEZ JOSE GUADALUPE	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
NORMA HEYWARD	Member/ ELECTED PARENT	
KAREN DAVIS	Member/ ELECTED PARENT	
RAYMOND AYALA	Member/ ELECTED PARENT	
SANDRA BIRKETT	Member/ ELECTED PARENT	
LINDA NELSON	Member/ ELECTED UFT	
MAYLEEN DYER	Member/ ELECTED UFT	
	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>X</b>	<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
<b>X</b>	▪ 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>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</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.

By June 2014, school leaders will use the Danielson Framework to conduct formal and informal observations, provide effective feedback and support to improve instructional practices as measured by 85% of teachers improving at least 1 proficiency level in teaching practice reflected in a tracking tool.

### 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.

An Area for Improvement (AFI) from the 2012-13 Peer Quality Review Report, Q.R. Indicator 4.1, influenced the development of this goal: "Build on observation practices so that teacher feedback, aligns to a common framework, supports teacher growth and informs professional development promoting a school wide culture of professional learning and reflection." Additionally, this goal complies with NY State law, requiring schools to implement a new Teacher Evaluation and Development System known as *ADVANCE* in New York City).

### Instructional Strategies/Activities

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

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

1. The responsible supervisor meets with teachers individually during the Initial Planning Conference (IPC) to discuss expectations and optional goals for the year. Teachers select Option 1 or Option 2. The supervisor goes over the MOSL for the teacher and outlines upcoming MOSL related activities.
2. The Principal schedules cabinet meetings and other professional development opportunities provided by the Network Achievement Coach and the Talent Coach to familiarize all supervisors with the 22 components of the Danielson's Framework For Teaching. Training will include case studies and conducting norming sessions via ARIS videos on teaching practice.
3. The Principal and Assistant Principals along with the Network Achievement Coach and Talent Coach will engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Supervisors and coaches take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan.
4. Provide teachers with on-going differentiated professional development based on identified needs from informal and formal observation data and Self-Assessment Danielson Survey on ARIS based on frequent cycles of observation. Teachers will support professional growth during regularly scheduled meetings.
5. Schedule individual End of Year Conferences with all teachers to reflect on their teaching practice throughout the year, discuss evidence of teaching practice and student learning across the year focusing on growth in teaching practice and next steps for continued improvement that results in student achievement.

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

1. Principal, Assistant Principals and teachers
2. Principal, Network Achievement Coach, Talent Coach and Assistant Principals. Professional Resource: *Danielson Framework for Teaching; ARIS teaching videos & case studies*
3. Principal and Assistant Principals and Network Achievement Coach and Talent Coach. Professional Resource: *Danielson Framework for Teaching*
4. Principal, Assistant Principals, Network Achievement Coach and Talent Coach, Teachers
5. Principal, Assistant Principals and teachers

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

1. Completion of Initial Planning Conferences during which time teachers select Option 1 or 2 as evidenced by signed IPC forms, optional professional goals and all required information entered through *ADVANCE*.
2. With support from the Network Achievement Coach and the Talent Coach, Principal and Assistant Principals engage in conversations that reflect knowledge of all 22 components of Danielson.

3. The target used to evaluate progress is supervisor ratings that are fully calibrated or calibrated within one performance level.
4. Demonstrated growth across identified components of the Framework for Teaching at the completion of each cycle of observation.

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

1. September 9 - October 25, 2013
2. August-December 2013
3. October - June, 2014
4. September – June, 2014
5. By June 1, 2014

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

1. The supervisor and the eligible teacher use the suggested DOE IPC agenda format to conduct 1 IPC for at least 15-minutes during a previously scheduled date and time which could take place during a preparation period or before and after school.
2. Twice a month cabinet meetings take place and once a month the network provides the principal and assistant principals with professional development in alignment with Danielson and ADVANCE. Administrators have also attended other professional development provided by the Department of Education based on Danielson and/or ADVANCE.
3. The principal provides assistant principals with a pre-planned observation schedule identifying cabinet observations and individual administrator observations.
4. On-going professional development is provided by administrators during: 1 professional development per month; 1 grade team meeting per month; optional coaching sessions during lunch and learns held 1 X per month X 9 months between September 2013 and June 2014; new teacher mentoring scheduled for 1 period X 1 Day per week between September 2013 and June 2014; Inter-visitations scheduled 1 period X 1 Day per week for targeted support as needed; 3 hours of scheduled mandated professional development for all teachers during one 60-minute period after school 3 X per month between September 2013 through June 2014.
5. The supervisor meets one-on-one with each teacher to engage in a End of Year Conference for at least 15-minutes during a predetermined time period that can be scheduled during a preparation period or before and after school.

**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).

At set intervals throughout the year, parents will be surveyed to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents and families. The survey will include questions to determine the best time of the day to schedule workshops. The Parent Coordinator will work with the principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Parent involvement/engagement strategies aligned with this goal will include two parent workshops as indicated below:

- **Fall Parent Workshop:** Parents and families will become familiar with the new Advance, Teacher Evaluation System.
- **Spring Parent Workshop:** Parents and families will explore the ways in which the Danielson Fft supports improved teaching practices that increase student performance.
- Before each workshop, the PTA will give out flyers about the workshop translated into our parents' high frequency languages and the PTA President will read a description of the workshop (with translation services) and encourage parents to attend. At the bottom of the flyer there will be a raffle ticket indicating the prize. Parents will be encouraged to enter their raffle ticket when they attend the workshop.
- Upon entering the workshop, parents will be given another raffle ticket.
- At each meeting, there will be a parent give-away raffle with prizes donated by local merchants.
- Once a month parents will be invited in to have a Q & A with the Principal titled, "Coffee with the Principal."

**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 #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, school will increase the percentage of students in the 2015 cohort accumulating 10 or more credits from 60.9% to 75%.

### **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.

Although the school has made great efforts in addressing our students socio-emotional needs, improving our curricula to support the needs of all students and providing clear expectations about course requirements, behavioral standards, and grade-level requirements the number of students on track for graduation is below 75% for the graduating class of 2015.

### **Instructional Strategies/Activities**

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

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

1. The responsible supervisor meets weekly with the 11<sup>th</sup> grade teacher team to monitor student progress towards meeting all graduation criteria.
2. The Principal schedules cabinet meetings to provide opportunities for discussion and creative thinking about solutions for keeping students on track for graduation.
3. Data specialist provides up to date data on students in 11<sup>th</sup> grade that includes regents scores, subject specific credit accumulation, itemized analysis of unsuccessful regents examinations
4. Provide teachers with on-going professional development based on identified needs from their informal and formal observations.
5. Students will evaluate and track their readiness for graduation by using a credit audit sheet as a part of Advisory class
6. Parent outreach to all students who are off track.

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

1. Assistant Principals
2. Principal, Assistant Principals, and guidance counselors
3. Assistant Principal and Data Specialist
4. Principal, Assistant Principals, Network Achievement Coach
5. Principal, Assistant Principals, teachers and students
6. Guidance counselors, Teachers, Parent Coordinator

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

1. School Data specialist will provide aggregate data on students to teachers of cohort 2015.
2. 11<sup>th</sup> Grade team minutes will reflect discussions around student progress.
3. Strategic decisions made by school Principal and Assistant Principals to ensure that student schedules meet their need for credit accumulation
4. School will implement a blended learning lab using Izone platform to provide students with opportunities for credit retake and recovery.
5. Students will use a credit audit sheet to keep track of their specific credit accumulated.
6. Guidance counselors will keep a log of parent outreach.

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

1. September 2013
2. October – June 2014
3. December – April, 2014
4. August -- February, 2014
5. October – June 2014

6. October – April 2014

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

1. The supervisor and the eligible teacher use the suggested credit audit form to conduct student conferences for at least 15-minutes during a previously scheduled date and time which could take place during a preparation period or before and after school.
2. Weekly Advisory periods are used for teachers to address student needs as they pertain to being on track for graduation
3. The principal provides assistant principals with a pre-planned observation schedule identifying cabinet observations and individual administrator observations to ensure teachers are monitoring student progress toward graduation.
4. On-going professional development is provided by administrators during: 1 professional development per month; 1 grade team meeting per month; optional coaching sessions during lunch and learns held 1 X per month X 9 months between September 2013 and June 2014; new teacher mentoring scheduled for 1 period X 1 Day per week between September 2013 and June 2014; Inter-visitations scheduled 1 period X 1 Day per week for targeted support as needed; 3 hours of scheduled mandated professional development for all teachers during one 60-minute period after school 3 X per month between September 2013 through June 2014.
5. During Advisory students will complete the student credit audit sheet. This will happen mid-way through each trimester.
6. Guidance counselors will conduct parent conferences for students who have fallen behind in credit accumulation and have poor attendance.

**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).

At set intervals throughout the year, parents will be surveyed to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents and families. The survey will include questions to determine the best time of the day to schedule workshops. The Parent Coordinator will work with the principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Parent involvement/engagement strategies aligned with this goal will include two parent workshops as indicated below:

- **Fall Parent Workshop:** Parents and families will become familiar with the new Advance, Teacher Evaluation System.
- **Spring Parent Workshop:** Parents and families will explore the ways in which the Danielson framework supports improved teaching practices that increase student performance.
- Before each workshop, the PTA will give out flyers about the workshop translated into our parents' high frequency languages and the PTA President will read a description of the workshop (with translation services) and encourage parents to attend. At the bottom of the flyer there will be a raffle ticket indicating the prize. Parents will be encouraged to enter their raffle ticket when they attend the workshop.
- Upon entering the workshop, parents will be given another raffle ticket.
- At each meeting, there will be a parent give-away raffle with prizes donated by local merchants.
- Once a month parents will be invited in to have a Q & A with the Principal titled, "Coffee with the Principal."

**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 #3**

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

**Annual Goal #3**

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

By June 2014, school will increase the percentage of students in the 2015 cohort passing the NYS algebra regents exam from 60% to 75%

**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.

Although the school has made great efforts in addressing our students socio-emotional needs, improving our curricula to support the needs of all students and providing clear expectations about course requirements, behavioral standards, and grade-level requirements the number of students on track for graduation is below 75% for the graduating class of 2015. After a data review of this cohort of students it has been identified that 40% of the class has not passed the Intergrated Algebra Regents.

**Instructional Strategies/Activities**

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

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

1. The responsible supervisor meets weekly with the 11<sup>th</sup> grade teacher team to monitor student progress towards meeting all graduation criteria.
2. The Principal schedules cabinet meetings to provide opportunities for discussion and creative thinking about solutions for keeping students on track for graduation.
3. Data specialist provides up to date data on students in 11<sup>th</sup> grade that includes regents scores, subject specific credit accumulation, itemized analysis of unsuccessful regents examinations
4. Provide teachers with on-going professional development based on identified needs from their informal and formal observations.
5. Students will evaluate and track their readiness for graduation by using a credit audit sheet as a part of Advisory class
6. Parent outreach to all students who are off track

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

1. Assistant Principals
2. Principal, Assistant Principals, and guidance counselors
3. Assistant Principal and Data Specialist
4. Principal, Assistant Principals, Network Achievement Coach
5. Principal, Assistant Principals, teachers and students
6. Guidance counselors, Teachers, Parent Coordinator

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

1. School Data specialist will provide aggregate data on students to teachers of cohort 2015.
2. 11<sup>th</sup> Grade team minutes will reflect discussions around student progress.
3. Strategic decisions made by school Principal and Assistant Principals to ensure that student schedules meet their need for credit accumulation
4. School will implement a blended learning lab using Izone platform to provide students with opportunities for credit retake and recovery.
5. Students will use a credit audit sheet to keep track of their specific credit accumulated.
6. Teachers will keep logs of their parent outreach as well as antidotals recorded on Skedula.

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

1. September 2013
2. October – June 2014
3. December – April, 2014
4. August -- February, 2014
5. October – June 2014
6. November – June 2014

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

1. The supervisor and the eligible teacher use the suggested credit audit form to conduct student conferences for at least 15-minutes during a previously scheduled date and time which could take place during a preparation period or before and after school.
2. Weekly Advisory periods are used for teachers to address student needs as they pertain to being on track for graduation
3. The principal provides assistant principals with a pre-planned observation schedule identifying cabinet observations and individual administrator observations to ensure teachers are monitoring student progress toward graduation.

4. On-going professional development is provided by administrators during: 1 professional development per month; 1 grade team meeting per month; optional coaching sessions during lunch and learns held 1 X per month X 9 months between September 2013 and June 2014; new teacher mentoring scheduled for 1 period X 1 Day per week between September 2013 and June 2014; Inter-visitations scheduled 1 period X 1 Day per week for targeted support as needed; 3 hours of scheduled mandated professional development for all teachers during one 60-minute period after school 3 X per month between September 2013 through June 2014.
5. Students will be provided time in Advisory to evaluate the number of regents that they need to pass or need to reach CUNY college readiness mark of 75% in English or 80% in Integrated Algebra.
6. Guidance counselor, teachers will continue effort to reach parents and keep them up to date with the progress of their child in terms of readiness for graduation.

**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).

At set intervals throughout the year, parents will be surveyed to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents and families. The survey will include questions to determine the best time of the day to schedule workshops. The Parent Coordinator will work with the principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Parent involvement/engagement strategies aligned with this goal will include two parent workshops as indicated below:

- **Fall Parent Workshop:** Parents and families will become familiar with the new Advance, Teacher Evaluation System.
- **Spring Parent Workshop:** Parents and families will explore the ways in which the Danielson framework supports improved teaching practices that increase student performance.
- Before each workshop, the PTA will give out flyers about the workshop translated into our parents' high frequency languages and the PTA President will read a description of the workshop (with translation services) and encourage parents to attend. At the bottom of the flyer there will be a raffle ticket indicating the prize. Parents will be encouraged to enter their raffle ticket when they attend the workshop.
- Upon entering the workshop, parents will be given another raffle ticket.
- At each meeting, there will be a parent give-away raffle with prizes donated by local merchants.

Once a month parents will be invited in to have a Q & A with the Principal titled, "Coffee with the Principal."

**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	Grants
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.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

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### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	IZONE ENGLISH, TEACHER CREATED MATERIALS	SMALL GROUP AND ONE-TO-ONE	DURING THE SCHOOL DAY, BEFORE AND AFTER SCHOOL, SATURDAY SCHOOL
<b>Mathematics</b>	IZONE MATH, TEACHER CREATED MATERIALS	SMALL GROUP AND ONE-TO-ONE	DURING THE SCHOOL DAY, BEFORE AND AFTER SCHOOL, SATURDAY SCHOOL
<b>Science</b>	IZONE SCIENCE, TEACHER CREATED MATERIALS	SMALL GROUP AND ONE-TO-ONE	DURING THE SCHOOL DAY, BEFORE AND AFTER SCHOOL, SATURDAY SCHOOL
<b>Social Studies</b>	IZONE US HISTORY, TEACHER CREATED MATERIALS	SMALL GROUP AND ONE-TO-ONE	DURING THE SCHOOL DAY, BEFORE AND AFTER SCHOOL, SATURDAY SCHOOL
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	STUDENTS ARE GIVEN SOCIAL AND EMOTIONAL SUPPORT BY GUIDANCE COUNSELOR AND/OR SOCIAL WORKER	SMALL GROUP AND ONE-TO-ONE	DURING THE SCHOOL DAY, BEFORE AND AFTER SCHOOL, SATURDAY SCHOOL

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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>x</b>	<b>School Wide Program (SWP)</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.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per *ADVANCE* and Danielson and are highly qualified.
- New teachers are provided with a mentor
- Teachers are encouraged to participate in Lunch and Learns, after school PDs and to attend off-site workshops when appropriate.
- Individualized PD plans are created for teachers to ensure continued improvement.
- Carefully made teacher assignments are designed to match teacher talent with school needs.

**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).

Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers.

Our high quality professional development will include but not be limited to the following:

- Teachers will participate in professional development opportunities conducted by the network team, Talent Coach, content coaches, instructional lead teachers and Assistant Principals in the content areas of ELA,

Math, Science and Social Studies and how Danielson can support teaching practices in content areas.

- The Principal, APs, coaches and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops in Grade Team Meetings to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices.

### **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.).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, NYSTL, STH and other available resources to implement activities and strategies to reach schoolwide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by APs in the areas of lesson planning.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in creating rigorous tasks.
- Textbook and instructional materials purchased to enhance inquiry based instruction.
- Afterschool programs designed to keep students on track for graduation
- Use of the instructional coach to Mentor new teachers.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve schoolwide improvement.

### **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.

The MOSL team attended Central and network professional development sessions to learn about MOSL and the New *ADVANCE* teacher evaluation system. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month 3 hours of professional development is scheduled to provide professional development regarding the use of MOSL assessments and *ADVANCE* to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

### **TA Schools Only**

#### **Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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>351</b>
School Name <b>ROCKAWAY COLLEGIATE HIGH SCHOOL</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>Mr. Robert Young, Jr.</b>	Assistant Principal <b>Ms. Katrina Brave</b>
Coach <b>Ms. Linda Neslon</b>	Coach <b>Ms. Mary Sayers, ISA</b>
ESL Teacher <b>Ms. Sorinica Robinson</b>	Guidance Counselor <b>Ms. Keri Bennett</b>
Teacher/Subject Area <b>Ms. Katelynn Walsh, English</b>	Parent <b>Ms. Brenda Hopkins</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. Rosemarie Chiamonte</b>
Related Service Provider <b>Ms. C. Centrone, Mr. K. Bagley</b>	Other <b>Ms. V. Kahn, ESL Coordinator</b>
Network Leader(Only if working with the LAP team)	Other <b>Ms.J.Cooke, Dir.of Family Svcs</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>2</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>2</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>318</b>	Total number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>5.66%</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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE										1	1	1		3
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	0	3

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	4
SIFE	3	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	4

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	10	3	0	4	0	1	4	0	3	18
Total	10	3	0	4	0	1	4	0	3	18

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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										6	1	2		9
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic											1	2		3
Haitian												1		1
French											2			2
Korean														0
Punjabi										1	0			1
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	8	5	5	0	18

## 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)										3	0	0		3

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)										2	2	2		6
Advanced (A)										3	3	3		9
Total	0	0	0	0	0	0	0	0	0	8	5	5	0	18

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0			
	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	4				4
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	3	3							6
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	2	0	2	2					6
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	0	0	0	0
Integrated Algebra	9	0	2	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	7	0	1	0
Physics	0	0	0	0
Global History and Geography	1	0	0	0
US History and Government	7	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	3	0	0				
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.

In reference to assessing the early literacy skills of our students, Rockaway Collegiate High School uses the Language Assessment Battery for LAB entitled students at admission. The data from this assessment informs us as to the ESL level of our students: Beginning, Intermediate, Advanced or Proficient. For the 2013-2014 school year we have 3 Beginning students, 6 Intermediate students and 9 Advanced students. We also look at years in an English Language School System, noting that 14 out of 18 ELLs, 77.8%, are here six years or less. We have 4 long-term ELLs here six or more years. This information helps to inform our school's instructional plan for these students. Patterns across the NYSESLAT modalities indicate that our students need continued work in reading and writing. For those students with a home language of Spanish, we also administer the Spanish LAB on admission, and this informs us as to the student's literacy skills in the native language, a very important assessment for instructional planning for these students. Research has shown that strong literacy skills in the native language/L1 transfer to the second language/L2 and are a positive indicator for academic success.

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

The data patterns across the proficiency levels indicate that our students need continued and rigorous work in reading and writing. The students generally score well on the listening and speaking subtests of the NYSESLAT with the exception of our very new admits who scored 000 on the LAB and scored 003 and 006 in the speaking subtest of the latest NYSESLAT, both entering ninth graders. For our continuing tenth and eleventh grade ELLs, data patterns show maintenance of LAT levels and/or growth. In analyzing the data, only 3 students have both a 2013 and 2012 NYSESLAT score, 2 students progressed from Intermediate to Advanced and one student retained the proficiency level of Advanced.

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](#))

Patterns across the NYSESLAT modalities indicate that our students need rigorous instruction in order to improve specifically in the reading and writing modalities. Instructional decisions would include incorporating all four language skills in all English as a Second Language class lessons as well as in English Language Arts classes with an emphasis on developing strong reading and writing skills. Our plan is to use the AMAO estimator to analyze this data. As we currently have a population of 18 ELLs we plan to avail ourselves of the use of the AMAO indicators in the near future. AMAO #2 addresses the percentage of students achieving proficiency, for example we have 4 students who achieved proficiency on the Spring 2013 NYSESLAT which would be 22.2%, meeting the yearly AMAO for the prior school year.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Rockaway Collegiate High School currently has an English as a Second Language Program as we have 18 ELLs from 7 different language groups. Patterns across the grades indicate that our Beginners are in grade 9 (3) with 2 Intermediate students and 3 Advanced students. In grade 10 and 11 there are no Beginner levels on the NYSESLAT, grade 10 has 2 Intermediate and 3 Advanced as well as Grade 11, 2 Intermediate and 3 Advanced proficiency levels of our students. Periodic Assessments are prepared by the classroom ESL teacher and are used to inform instruction, guiding planning and skills development in the four modalities. We do not currently use NYC DOE periodic assessments but formative assessments prepared by the ESL classroom teacher. Native language is used as support as we do not currently offer Native Language Arts.

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 child's second language development is considered in instructional decisions, for example, offering the correct number of instructional hours due to the stage of language development which could be beginning, intermediate or advanced. We also offer continuation of modifications for 2 years after our students achieve proficiency in the second language. Wherever possible native language support is offered. Academic vocabulary development is crucial in second language development and we offer extensive

glossaries of academic content area vocabulary. Second language development could also be considered for grouping for instruction.

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.).

To evaluate the success of our program, “data drives instruction,” and an analysis of the data informs us as to the progress our English Language Learners are making and helps us evaluate the success of our program for ELLs. For example, we have seen growth on the NYSESLAT and are offering Regents preparation classes for our ELLs as well. As we are in our third year as a new school, Regents data this year and for 2014-2015 will help us evaluate the success of our program for ELLs. We disaggregate the data on the NYSESLAT, analyzing the modalities, and also look at the total score and growth. RCHS' plan is to meet our AYP for our ELLs. Success for our English Language Learners is not just success on examinations, but a continued growth of language acquisition, increase in social and academic vocabulary, participation in all school programs, extracurricular activities, and inclusion in the entire school community. These are objective measurements and subjective evaluations, ensuring that our English Language Learners achieve success.

## 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](#).)

Rockaway Collegiate High School follows the mandated steps for the initial identification of students who may be entitled English Language Learners. We administer the Home Language Survey (HLIS) which includes the informal oral interview in English and in the native language. Note that the HLIS is completed with the assistance of a pedagogue (see names provided here), and the informal interview is conducted by a pedagogue. The persons responsible for conducting the initial screening are our ESL licensed teacher, Ms. S. Robinson, our ESL licensed ESL Coordinator, Ms. V. Kahn, our licensed counselor, Ms. Maldonado and our Director of Family Services, Ms. J. Cooke. Our ESL Coordinator, Ms. Kahn is our LAB Coordinator, with the assistance of our Testing Coordinator, Mr. R. Messineo. Ms. Kahn holds numerous certifications including a NYC TESL Secondary license, a NYS TESOL license, as well as administrative licenses for SDA, SAS, Assistant Principal and Principal. The staff members involved in the ELL Identification Process are all experienced and licensed.

Student's eligibility for LAB-R testing (and NYSITELL in February of 2014) is determined by the assessment of the HLIS in conjunction with the oral interview of the student and parent.

We follow the "New York State LEP Identification Process," which involves (1) screening, (2) initial assessment, (3) program placement, and the (4) annual assessment. The first step is administering the Home Language Questionnaire, the HLIS. If it is determined that the home language is other than English, according to guidelines for the HLIS, an informal interview is conducted in the Native Language and English. If the student speaks a language other than English, or speaks little or no English, and as determined by responses on the HLIS, the LAB (R) (English) is administered. According to guidelines, Rockaway Collegiate High School ensures that all new admits who are LAB eligible are tested within 10 school days. If the student scores Beginning, Intermediate or Advanced Level the student is identified as LEP, an English Language Learner (ELL). We then administer the LAB (Spanish) if the home language is Spanish (SP). The LAB(R) and LAB (Spanish) are on-going tests during the school year for our new admits, code 58s. We hand score the test immediately and the tests are sent in to scanning at our Borough Assessment Office six times per year per Memorandum #2, New York City Department of Education. For the upcoming calendar year, there will be a new assessment test beginning February 1, 2014. A new State test will take the place of the current test used for statewide

identification of English Language Learners. The test is entitled the New York State Identification Test for English Language Learners (NYSITELL) and will be similar to the current NYSESLAT but abbreviated in length. This test replaces the Language Assessment Battery, LAB-R, which was developed by the New York City Department of Education. It will align the NYSITELL with the NYSESLAT and allow us to determine a student's level of English proficiency as well as plan for instruction. As our ESL Coordinator, Ms. Kahn attended the Spring 2013 scorer training and scoring of the NYSESLAT, the NYSED memo ensures that we will be familiar with the upcoming scoring required for the new NYSITELL. We await the guide that will provide further details on the administration of this test for the 2014 implementation.

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.  
Rockaway Collegiate has structures in place to ensure parents understand all three program choices. We show parents the Parent Orientation Video at admission and describe the three programs offered in New York City, Transitional Bilingual, Dual Language and Free-Standing English as a Second Language. Parents have the opportunity to ask questions. After the parent has learned about the 3 programs and has made a selection for the ELL program for his or her child, we discuss the program we currently have at RCHS. We explain to our parents that since we do not have 20 or more ELLs in any single grade, and that we currently have 18 ELLs from 7 different language groups, we do not have sufficient numbers to create a Bilingual Program as per CR Part 154. RCHS also does not have a Dual Language Program and entitled students would then be placed in our Free-Standing ESL Program at RCHS after being offered the three choices with the option of transfer. We explain the transfer option if they select a Bilingual or Dual Language Program. Also, we keep records so that we can notify parents when the program of choice might be available in the future. Parent program options are honored, we ensure that our parents are aware of the program choices and ensure their options are honored. Parents can meet with our Director of Family Services, our Parent Coordinator and/or our ESL Coordinator. This is an on-going communication with parents and the staff at RCHS, the timeline is the entire school year.
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](#)].)  
RCHS ensures that entitlement letters are distributed and that Parent Survey and Program Selection forms are returned, secured and stored. If results on the LAB (R) indicate a student is identified as an ELL, an initial placement letter (C: Entitlement letter) is sent to the parent. Students sign for these letters on a "Document Sign-Off Sheet" and receipts are returned and kept on file in office 275M with our ESL Coordinator and in office 272 which houses student records, parent outreach and attendance. Students are given a certificate upon return of the parental notification letter to ensure compliance. In order to communicate with parents the following parental notification letters are distributed, receipts collected and copies kept in the school as stated above, and offered in translated versions: C: Entitlement Letter, D: Parent Survey and Program Selection, E: Non-Entitlement Letter after a Proficient (Pass) on the LAB (R), F: Placement Letter, G: Continued Entitlement Letter, H: Non-Entitlement Transition after first Pass/Proficient on the NYSESLAT. As stated in this document, if a parental notification letter is not returned, the default program for ELLs at Rockaway Collegiate High School is ESL as per CR Part 154 since we do not have sufficient numbers of one language group to form a Bilingual Program at this time. RCHS is now in its third year, students with continued entitlement are continuing in the program, and we have had only one new admit, code 58 this year, who after LAB testing was identified as an English Language Learner.
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.  
The above mentioned criteria for ELL identification from the New York State Education Department are used to identify our English Language Learners. We offer a transfer option if the parent selects a Bilingual Program and after parent selection we explain that due to our demographics at this time RCHS has an ESL Program. As parental choice is honored, those students identified as ELLs at RCHS are placed in our ESL Program, as that is our current program. Parents may consult and communicate with the school in their native language; we have speakers of Spanish, Haitian and French on staff and can access the NYC DOE Translation and Interpretation Unit for immediate translation of low incidence languages for our school.
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.  
The annual assessment is The New York State English as a Second Language Achievement Test, the NYSESLAT, administered every spring. This test consists of Listening, Reading, Writing and Speaking subtests. The next administration is in the Spring of 2014. (The speaking subtest begins in April and the listening, reading and writing subtests are administered in May). We ensure that all four components of the NYSESLAT are administered per NYSED and NYCDOE guidelines, with each subtest of listening, reading and writing administered on a separate day in May during the test administration period, and the individual

speaking subtest administered one-on-one by a licensed ESL teacher using the NYSED scoring guide and sheet. We also schedule make-up testing time for those students who might have missed one or more of the subtests of the NYSESAT during those testing dates. We ensure that all testing is completed within the mandated testing dates and follow all guidelines provided in the Test Memorandum and Directions for Administrators. The first step is to identify which students are eligible for NYSESLAT testing. We use many NYCDOE ATS reports such as the RLAT, the RLER, and the RMSR which offers LAB and LAT test eligible students in the ATS menu. We administer the NYESLAT to all our entitled students who have been identified as English Language Learners and are being served in RCHS' ESL Program. The results of this test are usually available from the New York State Education Department and released by the NYCDOE in August, and are crucial for student placement for the following school year. Our ESL Coordinator obtains the scores in the summer, or as soon as released, for programming consideration for the following school year. Students remain identified as English Language Learners, receive all mandated units of ESL, and participate in our Free-Standing English as a Second Language program, and, as of this writing (we monitor our new admits to see if we can form a Bilingual Program or if a Dual Language Program might be initiated in the future), until they receive a "P" Proficient (Pass) on the latest administration of the NYSESLAT. Rockaway Collegiate High School takes proactive steps to ensure that all sections of the New York State English as a Second Language Achievement Test are administered to all ELLs every school year.

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. 

Rockaway Collegiate High School is now in its third year, students with continued entitlement are continuing in the program, and we have only had one new admit, code 58 this year with a HLIS language other than English who was identified as an ELL. The Parent request for this new admit indicated the ESL program. We currently have 4 ninth, tenth and eleventh grade classes. The current total number of ELLs in our building is 18, representing 7 home languages: Spanish, Arabic, French, Haitian, Bengali, Punjabi, and Fulani. In reference to trends in parent choice, as we had only one admit code 58 new to the NYC system so far this academic school year, the parent chose the ESL program and did not choose a transfer option. The continuing, current ELL population received NYCDOE/Office of English Language Learners letter G: Continued Entitlement, and no parent requested a change in program. So the trend here at RCHS is to select the ESL Program. This ensures that the program model has been aligned with our parent requests. As the school grows we will be better able to monitor trends in parent choice with more data. This will surely inform our future programming at Rockaway Collegiate High School.

## 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])?

Rockaway Collegiate H.S., 27Q351, currently has 18 English Language Learners in grades 9, 10 and grade 11. These students represent 7 different language groups in our free-standing ESL program. The ESL classes are heterogeneous, containing mixed proficiency levels. The organizational model is departmentalized; it is a block program where the class travels together to ESL, and travels to their content area classes with their homeroom class, for example, English Language Arts, U.S. History & Government, Global Studies, Living Environment, Chemistry, Physical Setting/Earth Science, Integrated Algebra, Algebra 2/Trigonometry, and Geometry as well as Physical Education. Our ELLs also attend an additional class, for example, Theater Arts, Chorus, Band, Film, Dance, Marine Biology, Mathematics, Technology and Chemistry Regents Prep. RCHS also has an extensive sports program including softball, football, soccer, baseball, lacrosse, etc. in which all students as well as our ELLs can join.

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)?
  - b.
  - c. Students receive the mandated number of periods of ESL determined by their level on the NYSESLAT (we provide 4 periods of ESL and 5 periods of ELA for the LAT Advanced students, 8 periods of ESL for the LAT Intermediate level students and 12 periods for Beginning level students, we currently only have 3 beginning level students). This organization ensures that the mandated number of instructional minutes is provided according to the students' proficiency levels in each program model.
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.

Instruction is in English in our Free-Standing ESL program, native language support is offered as needed. The content areas in our English as a Second Language program are provided in English, with support offered by the ESL teacher, including use of bilingual dictionaries and glossaries, materials in the native language, and linguistic grouping by levels. The ESL teacher differentiates instruction in the classroom, and provides scaffolding, based on level of linguistic acquisition. For the 2013-2015 school years there is application of the Common Core State Standards for English Language Learners: all students are held to the same high expectations with our ELLs offered additional time (as a test modification, for example), appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. The Common Core State Standards provide rigorous grade level expectations in the 4 language acquisition areas of listening, speaking, reading and writing. For example, in mathematics, ELLs are "capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms - such as objects, drawings, inscriptions, and gestures - as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language." (The National Governors Association Center for Best Practices and the Council of Chief State School Officers).

Rockaway Collegiate High School's instructional approaches and methods enrich language development and make content comprehensible for our English Language Learners. Scaffolding offers teacher support for learning through instruction, modeling, questioning, and feedback. Language development is enriched by our stress on the acquisition of academic language; this is provided in all subject areas. Instruction for ELL subgroups is differentiated by the ESL teacher and content area teachers, based on the particular lesson. Data drives the instruction in ESL with the LAT results and the LAT Modality Report, providing levels B (Beginning), I (Intermediate), A (Advanced) by sub-tests, and the latest NYSED (New York State Education Department) test results providing data for grouping and addressing student's individual needs. RCHS teachers all have access to all data, have a data folder and the information is updated as necessary. 77.8% of the ELLs at RCHS are here 6 years or less, we have data from our feeder schools, and we have LAB (R) results for our new admits to the NYC school system.

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

As we do not have a bilingual program at this time, students do not participate in native language arts. We do however offer

French and Spanish LOTE classes to our students and ELLs are included in these classes. We also have Spanish and French speaking staff members who may use the native language in informal assessments during the school year. Students are offered translated materials which will enrich their reading skills in the native language. We plan for our ELL students to participate in language classes that may lead to a Regents Examinations in their native language offering instruction and on-going evaluation during the school year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs at RCHS are appropriately evaluated in all four modalities of listening, speaking, reading and writing throughout the academic school year. The ESL teacher, Ms. Robinson, incorporates all four skills in every ESL lesson, stressing one skill in particular perhaps on a particular day, but incorporating each skill while making evaluations of student acquisition, not only in testing, but in formative instruction which takes into account student levels on the NYSESLAT all the while building academic language. The students are evaluated in their speaking skills during class discussions, group work, presentations and with the instructor, there are classroom quizzes, tests, portfolio assessment, group and individual projects, presentations, etc. There are also formal examinations, item analysis, and rubrics. Listening skills, reading skills and writing skills are evaluated as an on-going process, imperative for lesson development to move the students along in their acquisition of English and all four modalities. We also utilize “test prep” materials for the NYSESLAT which have all four modalities in preparation for the upcoming examination.
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).

Our plan for SIFE (Students with Interrupted Formal Education) students begins with the identification and screening of students who enter as new entrants to the New York City Public School System, code 58's, with a HLIS (Home Language Information Survey) of a language other than English (OTELE). A thorough review of the HLIS, particularly page 2, which informs us of prior schooling experience, and parent interview, gives us background information as to how to best assist these students. In the 2013-2014 school year we currently have 3 identified SIFE English Language Learner (ELL) students who continue to progress. Two students achieved an "A", Advanced on the Spring 2013 NYSESLAT and one student scored “B”, Beginning on the NYSESLAT. They have shown growth: from a total score of 93 in 2012 to a total score of 98 in 2013, the other advanced student scored a total of 81 in 2013, up one total score from 2012 and our beginning students showed growth from a total score of 21 in 2012 to 34 in 2013 with the greatest improvement in listening and speaking as would be expected for a beginning level ESL student. We will continue to service these students in ESL and offer one-on-one tutoring for the three SIFE students identified this year, two ninth graders and one eleventh grader. Teacher assessment of skills, and appropriate grouping for instruction, is crucial as the content area teachers report our students will be taking Regents Examinations in January 2014 as well as in June 2014 and in the 2014-2015 school year. Our SIFE students continue to progress and teachers utilize strategies to increase their English language proficiency, scaffolding, using visual support, graphic organizers, etc. The use of the SMART board in our classes offers visual support for our ELLs. Our plan is to acquire content area materials for our SIFE students and our ELLs. All of our English Language Learners are entitled to test modifications, including extended time, special location, use of bilingual glossaries, and translated versions of exams.

Our newcomer ELLs in the ESL Program receive differentiated instruction, teacher and native language support, and all aforementioned interventions. ELLs receiving service for 4 to 6 years attend our ESL program with our ESL teacher, Ms. Robinson. There is grouping by level and grouping by years in an English Language School System (ELSS). We plan to obtain a computer program with high interest for this group, as well as utilize the SMART board and applications available for ESL instruction. Utilization of technology, as an example the SMART board, offers instruction and strategies appropriate for those students receiving services 4 to 6 years. We currently have 4 Long-Term ELLs, here more than 6 years. The priority for these students, many whom have excellent speaking and listening skills, is to utilize high interest reading materials and offering instruction in the writing modality, the writing process and providing numerous opportunities for expression in writing. In reference to former ELLs, they are offered all testing modifications for the year after receiving proficiency and the year subsequent, a 2-year extension of modification as per the State Education Department. We offer transitional services, continuing to provide glossaries, special materials, and conferencing with our ESL Coordinator.

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?

ELL students with an IEP are in our ICT setting. This year we are developing techniques to effectively teach these students in a co-teaching model. Teachers co-plan and explore curriculum topics, units, logistics and individual student matters. They have prepared an extensive co-teaching handbook. Each one of the RCHS Lesson Planning Templates for Differentiating for integrated co-teaching has a dedicated area for differentiated planning on the lesson planning template for ELLs. We have 4 IEP/ELLs at Rockaway Collegiate High School. These students are placed in the least restrictive environment; they are in collaborative team-

teaching classes.

ELLs with IEPs (Individualized Education Plans)/SWD are serviced by licensed content area teachers and teachers of students with disabilities in a collaborative team-teaching setting, the least restrictive environment. Grade level materials are used that provide all access to academic content areas with an emphasis on the acquisition of an academic vocabulary and English language development. The ESL teacher confers with this team to plan for the diverse needs of this particular school population incorporating the spirit of team planning in the ESL lessons. We currently have 4 students who are ESL students and who have an IEP for the 2013-2014 academic school year who participate in this model.

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

Our ELL-SWD students achieve their IEP goals with the instructional flexibility of an effective co-taught classroom. The teacher delivering the content is the "content specialist," and the teacher co-teaching in the content in the "learning specialist." This second title focuses on the role of the teacher enhancing the classroom environment. These students are well on their way to achieving proficiency as 3 of the 4 students with an IEP have scored "Advanced" on the NYSESLAT and one student has scored "Intermediate." Only two students have both a 2012 and 2013 NYSESLAT score, and one student, for example, has made great strides with the goal of achieving proficiency from an Intermediate (total score 67) in 2012 to Advanced (total score 88) in one academic school year.

**Courses Taught in Languages Other than English **

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

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

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

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

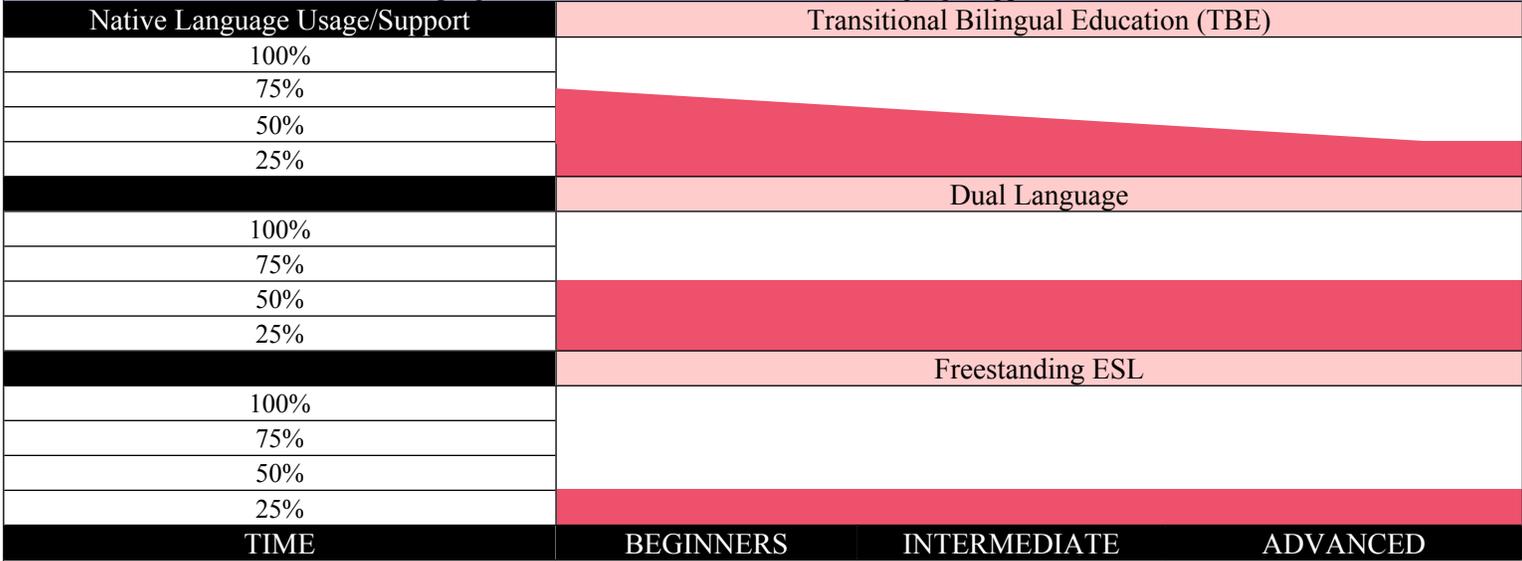
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

	<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.

Rockaway Collegiate High School has targeted interventions programs for ELLs in ELA, math, and content area studies. As we currently have 18 ELLs these interventions are for our current grades 9, 10 and 11. Our ELLs are comprised of subgroups Advanced= 9 students, Intermediate= 6 students, and Beginning= 3 students. In English Language Arts and ESL we offer differentiated instruction to support the different learners in a class. We have an extended day from 8:30-4:30 which gives our ELLs an opportunity to improve their English language acquisition with more exposure to English. They are supported by faculty who speak Spanish, Haitian Creole and French. RCHS offers inquiry based instruction, small group tutoring before and after school, a Saturday Program, Regents test prep and one-hundred minute blocks of instruction in ELA. In reference to mathematics, these interventions are also provided. In addition, we offer 6 periods of instruction per week in Science. Every ELL student has been given a comprehensive Glossary of Terms for the content area in his or her native language. We offer intervention services in Spanish, French and English. We also offer continuing transitional support for ELLs reaching proficiency on the NYSESLAT. For the 2013-2014 school year we have 8 students who fit this criterion. They meet with the ESL coordinator for feedback on success in academic subjects, are offered assistance as needed, and are offered all testing modifications per the NYSED guidelines including continuation of test modifications for those students who are "Proficient/Passed" the NYSESLAT in 2012 and 2013. We also currently have 4 ELL students at RCHS with IEPs, targeted interventions include ICT classes with a co-teaching model and those who require mandated counseling services meet with the social worker and/or guidance counselor for individual and group counseling once or twice a week as per their IEPs.

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

RCHS considers our ESL program to be effective as we evidence growth in English language acquisition not only on the NYSESLAT but on formal assessments and informal assessments of our students. We also feel that the inclusion of our ELLs in all school initiatives indicates success for our current program. We strive to meet the needs of our ELLs as they develop in the content areas as well. Although we have not seen much success for our ELLs on the rigorous Regents Examinations we have had some students pass the exams in Integrated Algebra and Living Environment. We will continue to offer test prep, all interventions outlined in this report, and strive to meet the needs of our ELLs in content and language development.:

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

Our ESL Program continues to grow as our school grows, we are now in our third year. New this year is grade 11 and we will have a grade 12 in 2014-2015 with our very first graduating class. Improvements that we are considering are the acquisition of new textbooks and bilingual glossaries and dictionaries. We also have many new programs this year such as Visual Arts, Theater Arts, Film, Dance, Oceanography, and extensive math and science programs. We have advisory classes where the students' voices are heard, our ESL students are grouped in this advisory class. New for RCHS is that our students will be participating in many sports activities: wrestling, softball, bowling, soccer, football, baseball, lacrosse, basketball and a 9<sup>th</sup> grade Camp Ramapo retreat, a 10<sup>th</sup> grade over night college tour and an 11<sup>th</sup> grade two night college trip. There are now monthly school wide local college tours. Our ELLs participate in all these activities offering them ways to increase English language acquisition, social and academic vocabulary, and to participate in cultural activities.

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

We do not plan to, at this time, discontinue any services as our ELL population has remained stable. As previously stated, we have 18 ELLs across three grades and seven language groups so we will not discontinue our ESL Program or add a Dual Language or Bilingual Program.

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

A review of school programs shows that our ELLs are afforded equal access to all school programs. They participate in a rigorous school day with 100 minute blocks in ELA and mathematics. They attend the mandated number of periods of ESL to meet New York State guidelines. They participate in school trips, after school activities and sports, credit recovery, Regents test prep, and have supplemental services provided by our ESL Coordinator. These supplemental services and after school services are provided in our extended day with 9 periods and school day from 8:30 to 4:30. A review of the latest NYC Department of Education School Survey stated that there is a consensus among the teachers at Rockaway Collegiate High School that, "My school ensures English Language Learners receive the same curriculum as their non-English Language Learner peers with appropriate supports, i.e., scaffolds, native language, and culturally responsive instruction." This is a testimony to how RCHS affords our ELLs equal access

to all school programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Instructional materials used to support ELLs are bilingual dictionaries, glossaries, content area textbooks, ESL teacher prepared materials, ESL texts, novels, short stories, articles, newspapers, SMART boards, ESL websites and listening skills materials, CDs, dialogues, data projectors, computers, scanners, and printers are all used to support our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Rockaway Collegiate currently has an ESL Program and native language support is provided by the classroom teacher, use of bilingual glossaries and dictionaries, and work with the ESL Coordinator. We also have staff members teaching the content areas who are bilingual who offer native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Required services and resources correspond to ELLs ages and grade levels. Our ELLs are placed in an age appropriate setting so they receive the content area instruction all students their age receive. They utilize all the resources available to RCHS. In particular, our advisory program is a great support for our ESL students as well as blocks of ELA, ESL and mathematics instruction. We provide an extended day with programs of great interest to high school ages and grade levels. For the first time this year, as our school grows, we have exciting and challenging programs such as Dance, Film, Chorus and Theater and Visual Arts. Our guidance counselor is Spanish speaking and as 9 of our 18 ELLs have a home language of Spanish this is a great support for our students.
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.  
Newly enrolled ELLs participate in our July Orientation Program, an activity that takes place before the beginning of the academic school year, and students are provided with much information about RCHS and school programs. As for students that enroll throughout the school year we have newly created a "Student Orientation Committee." This committee is made up of current ELL/eSL students who serve as student tour guides and buddies for newly enrolled students. The newly enrolled students also meet with the ESL Coordinator to obtain materials in the native language and for any support they need on an "open-door" policy. We encourage our newly enrolled students to feel welcome and know they will receive the assistance they need when they need it.
18. What language electives are offered to ELLs?  
ELLs are offered language electives at RCHS. These include the study of French and Spanish. They also use extensive language skills, skills in listening, speaking, reading and writing, in other elective classes, for example chorus, visual arts, dance, film, theater arts and in elective Regents prep classes. These elective classes offer language development as well as being of high interest for our ELLs.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## 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.

Rockaway Collegiate High School has a highly developed Professional Development plan. All teachers of ELLs actively participate in grade level professional learning communities as measured by collaboration, co-planning, inter-visitations and peer feedback sessions. Research has shown that the professional learning community is a powerful staff development approach and a potent strategy for school change and improvement. We have an ISA coach, Ms. M. Sayers, who provides extensive professional development to our staff. Lead teachers lead the grade team meetings and have created a master schedule that allows for the team to meet together on a weekly basis for a minimum of 90 minutes. In this setting they collaborate to establish a case conferencing protocol, addressing the needs of our current ELLs and transitional ELLs. They design and implement protocols for fine-tuning the curriculum, evaluating student work, and support the development of college prep. This in-depth professional development block ensures more than the minimum of 7.5 hours of ELL training for staff as the ESL teacher and ESL coordinator offer strategies and specific professional development topics at these meetings which include the entire RCHS staff. Records are maintained of meeting the requirement of ELL training for all staff as part of our school-wide professional development and support for school staff program.

Our professional development program begins in August, there were three professional development days devoted to PD for the entire RCHS staff. During these PD sessions the following items were on the agenda: the new teacher evaluation system: Danielson framework, initial planning and goal setting, measures of student learning, citywide instructional expectations, the Common Core State Standards and how they are to be implemented in the content areas, curriculum mapping, grade team as well as content area team implementation incorporating ELLs, ESL students and those students with IEPs, school culture protocols and general response protocols. Professional development is on-going at RCHS, well-developed and is meeting the needs of our staff as they implement the CCSS. Evidence of training, materials provided, agendas, sign-in sheets and evaluations of these many PD sessions are available from our Assistant Principal, Mr. M. Loughren, who is the AP of the Professional Development Program at RCHS.

The ESL Coordinator, Ms. Kahn, and the ESL teacher, Ms. Robinson, provide support for teachers of our ELLs as they transition from middle school to our high school. For example, our ESL coordinator ensures that all content area teachers, as well as students, have New York State Education glossaries in target languages for their particular content area. We provide staff with the opportunity to share content area vocabulary with the ESL teachers who provide sample lesson plans and ideas that include scaffolding, visual support and other methods to ensure that our English Language Learners achieve. Our coordinator has an open-door policy and meets with staff members to offer strategies for ELL students. Rockaway Collegiate High School has made the professional development component an integral part of the school culture incorporating how to differentiate instruction for our English Language Learners and offer scaffolding in the content areas.

RCHS also provides staff development to meet the 7.5 hours (10 for Special Education teachers) for all staff as per Jose P. to support staff in assisting ELLs as they will transition to "college and beyond." Ms. Brave, our Assistant Principal, has provided turn-key training from Professional Development at the Options Institute/Goddard Riverside CC, where she obtained information for "Matching Students to Post Secondary Opportunities," specifically programs such as CUNY's Language Immersion Program (CLIP) which might be an option for our ELLs as they apply to universities.

The ESL/ELL Department also provides training towards the mandated hours during RCHS Professional Development sessions, for example, strategies to work with ELL students in mainstream classes. There is also co-planning, co-teaching and feedback on how our ELLs are progressing. We currently have 18 ELLs in our ESL program; they are in 8 different classes, three 9th grade, two 10th grade, and three eleventh grade classes, so there are grade Professional Development and subject area Professional Development meetings which always include ELL personnel at our school.

Our goal at RCHS is "to college and beyond," and our professional development activities support this for our English Language Learners. Our school questionnaire, the NYC Learning Environment Survey 2012-2013, reflects the satisfaction of teachers with the professional development program at Rockaway Collegiate HS evidenced by 100% of teachers who agree that, "professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated." Other statements also support our PD program, 100% agree "my professional development experiences this school year have included opportunities to work productively with colleagues in my school." We strive to monitor and add to our professional development menu throughout the school year, being proactive and providing a professional development plan for ELL personnel and staff, including non-ELL teachers, that meets the needs of our school community. Rockaway Collegiate High School has made the

professional development component an integral part of the school culture.

#### **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?

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of our Parent Involvement Policy is to develop a program that ensures effective involvement of the parents and community at RCHS.

We keep parents informed by actively involving them in planning and decision-making in support of the education of their children, for example as a member of the Language Allocation Policy Committee and School Leadership Team. All parents, including parents of our English Language Learners, are encouraged to actively participate in the School Leadership Team, Parent Association and Title I Parent Committee and are welcomed members of our school community.

Specific examples are the Rockaway Collegiate High School PTA Curriculum Night. This took place in October of 2013 and for the 2013-2014 school year we had our first meeting on October 9th. Parents were greeted, enjoyed the RCHS Chorus and then got down to work discussing College and Career Readiness, School Safety, Curriculum and Instruction, Skedula and learned about Parent Activities from our Parent Coordinator. Another initiative is our new "Coffee with the Principal." At this event parents can address any questions or concerns in an informal setting with the Principal and Parent Coordinator and any other staff member who can help the parents with any concerns. These initiatives will continue for the 2014-2015 school year as well.

Our school supports parents and families by providing materials and training to help parents work with their children to improve their achievement levels, e.g., literacy, math and use of technology. We provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children and foster a caring and effective home/school partnership to ensure that parents can effectively support and monitor their child's progress. We provide assistance to parents, in the language they understand, in reference to standards and assessments, school and parent related programs, meetings and other activities. Part of our professional development program provides opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. We have a Director of Family Services on staff, Ms. Jennifer Cooke, who conferences with parents as part of the admission process and directs parents as needed. We also have our Rockaway Collegiate HS Parent Coordinator, Ms. Rosemarie Chiamonte. Ms. Chiamonte is dedicated to "Parent Outreach" and also serves as our Language Access Coordinator and facilitates parents being able to communicate in a language they understand. She is also a liaison between our parents and the school.

One way to evaluate the needs of our parents is through feedback at parent meetings and responses to our NYC Department of Education school survey. These meetings, which are always open to questions, can serve as a needs assessment.

Our parent policy was designed after a careful assessment of the needs of all parents and guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the social and academic quality of Rockaway Collegiate High School.

#### **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.

Rockaway Collegiate High School is now in its third year. We currently have 18 English Language Learner students representing 7 different language groups: Arabic, Bengali, French, Fulani, Haitian, Punjabi and Spanish. These students are showing great progress. An analysis of those students with both a 2013 NYSESLAT score and a 2012 score indicate growth for 8 out of 11 students, with the other 2 having a stable score and one newly arrived student with a LAB of 23 raw score and a 2013 LAT score of 19. One student progressed from a total score of 67 to 98 achieving proficiency. We have seen some small growth and some outstanding gains. What is unique to our school is the new congeniality being formed among our various and varied background ELLs. We are instituting a "Student Orientation Committee," made up of our ELLs from different language groups, to act as buddies and tour guides for brand new code 58 admits who are identified as English Language Learners. We are expanding programs for all students, including ELLs, in Visual Arts, Dance, Film, Chorus, I Zone, marine biology and oceanography and many other advanced courses and sports activities. We have Friday Town Hall meetings and a Partnership with Saint Francis College. We have advisory classes where the students' voices are heard with a special ELL/ESL advisory group. Our motto is "To College and Beyond," and we provide college visits for our 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade classes.

And, as previously stated in our school survey, our teachers agree that Rockaway Collegiate High School ensures that our English Language Learners receive the same curriculum as their non-English Language Learner peers with appropriate supports of scaffolds, native language, and culturally responsive instruction." 100% agree that our school sets high standards for student work, has clear measures of progress for student achievement throughout the year, and does a good job of supporting students who are at risk for dropping out. We will monitor our ELLs closely and look forward to continued growth for the 2013-2015 school years.

Part VI: LAP Assurances is being sent as a scanned attachment to this report.

## Part VI: LAP Assurances

School Name: <u>Rockaway Collegiate HS</u>		School DBN: <u>27Q351</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Robert Young, Jr.	Principal		10/25/13
Ms. Katrina Brave	Assistant Principal		10/25/13
Ms. Rosemarie Chiaramonte	Parent Coordinator		10/25/13
Ms. Sorinica Robinson	ESL Teacher		10/25/13
Ms. Brenda Hopkins	Parent		10/25/13
Ms. Katelynn Walsh/English	Teacher/Subject Area		10/25/13
Ms. Carol Centrone/IEP Teacher	Teacher/Subject Area		10/25/13
Ms. Linda Nelson	Coach		10/25/13
Ms. Mary Sayers, ISA	Coach		10/25/13
Ms. Keri Bennett	Guidance Counselor		10/25/13
	Network Leader		1/1/01
Ms Vivian Kahn	Other <u>ESL Coordinator</u>		10/25/13
Ms. Jennifer Cooke	Other <u>Dir. Family Services</u>		10/25/13
	Other		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: 27Q351 School Name: Rockaway Collegiate High School

Cluster: 4 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.

Data used to assess our school's written translation and oral interpretation needs include a review of the Home Language Information Survey (HLIS) and ATS data, which indicate the languages spoken at home. Specifically, we run the ATS report RPOB, the Place of Birth Report, by home language indicator. This tells us all the home languages at RCHS. We currently have 11 home languages of all students: English, Arabic, Bengali, French, Fulani, Haitian, Ibo, Punjabi, Russian, Spanish and Vietnamese. Students identified as English Language Learners (ELLs) have 7 home languages: Spanish (9 students), Arabic (3 students), French (2 students), Haitian (1 student), Fulani (1 student who also speaks French), Bengali (1 student), and Punjabi (1 student). Disaggregated data is also available in our school's Language Allocation Policy document. Our Parent Coordinator, Ms. Chiaramonte, and our Director of Family Services, Ms. Cooke, will also be consulted as to the needs of Rockaway Collegiate High School and translations. Our Parent-Teacher Association will have input into this process. At admission our students have their parents complete and return a form indicating the language in which they want to be informed. A school-wide survey may also be sent home with the students as a needs assessment. The New York City Department of Education provides written translations of city-wide letters sent home to parents. Requests by staff are immediately addressed and RCHS ensures our parents are provided all information in a timely manner in the language they understand.

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

The major findings of our school's written translation and oral interpretation needs were to have all parent correspondence translated into Spanish, with a small number of parents needing translation in Arabic (3 students), French (2 students), Haitian (1 student), Fulani (1 student who also speaks French), Bengali (1 student), and Punjabi (1 student). In reference to parents of our English Language Learners (ELLs), most of our ELLs are Spanish speaking, with lower incidence languages listed above. We will make use of written translations and oral interpretation provided by the Department of Education, services recommended by the DOE through the DOE's current contracted vendor, for example

"thebigword" (NYCDOE@thebigword.com), or by translators currently on our staff. As many of our teachers speak Spanish, and we have speakers of French and Haitian on the faculty, there was a need for a small number of teachers to have translations for parent-teacher conferences, such as Open School Night. The Department of Education offers a phone-in translation service through the DOE's Translation and Interpretation Unit which may be used. All staff and faculty are aware of this service and have been notified orally and in writing. We plan to use the DOE translation unit as well as "the big word" or LIS for low incidence languages interpretations during testing periods for those examinations not offered in a translated version.

## **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.

Rockaway Collegiate High School will ensure that parents determined to be in need of language assistance will be provided with a meaningful opportunity to participate in, and have access to, all programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent written notices, including school and central office notices, lunch applications, flyers, and parent information in English and Spanish and other identified languages. These services are provided by in-house and school staff providing the translations and parent volunteers as needed. For low incidence languages, we will make use of the Language Translation Services on RFP#1B440 from the Department of Education contracts, outside vendors, for example the DOE's current contracted vendor, "the big word," and/or from the NYC Department of Education. The Translation and Interpretation Unit is a critical resource for schools that need assistance translating parent notifications and offers services in the top nine languages other than English.

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.

As of this writing, the school will utilize oral interpretation services during Open School Conferences to enable our parents to get information in a language which they can understand. Also, as listed above, we plan to utilize oral interpretation if needed during Regents Examinations testing for those ELL students who require interpretation and for which the Regents Examinations are not available in their language. For testing purposes we plan to use an outside contractor, "thebigword," or LIS Translation Services, for example. For conferencing we plan to use interpretation services provided by the Department of Education, in-house school staff or parent volunteers.

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>.

Rockaway Collegiate High School will fulfill Section VII of CR A-663 which specifies notification requirements for translation and interpretation services. Our main office, F272, houses our Family Services office and Parent Coordinator and deals with Parent Outreach. We assist a parent whose primary language is a language other than English and who may need language assistance services. Signs are provided in the covered languages indicating the availability of interpretation services. We currently have faculty members who speak Spanish, French, Italian, Romanian, and Haitian Creole. We can also obtain translations of parental notification letters from the DOE website. We utilize the Department of Education's website for information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. Those notices particular to our school can be sent to the DOE Translation and Interpretation Unit for translation in targeted languages and/or translated by our faculty. We also notify parents and staff that over-the-phone interpretation services are available to all New York City Department of Education schools and offices. These hours are extended during Parent-Teacher Conferences and can be accessed at 718-752-7373 ext. 4.