



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** ROBERT F. KENNEDY COMMUNITY HIGH SCHOOL

**DBN (i.e. 01M001):** 25Q670

**Principal:** BESHIR ABDELLATIF

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

**Superintendent:** JUAN MENDEZ

**Network Leader:** JOSEPH ZAZA

**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
Beshir Abdellatif	*Principal or Designee	
Lisa Byheny	*UFT Chapter Leader or Designee	
Mary Gaskin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Michael Palacios & Damone Stephens	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elizabeth Besozzi	Member/ Teacher	
Joshua Cohen	Member/ Teacher	
Frank McQuail	Member/ Assistant principal	
Noreen Barlow	Member/ Parent	
Charlene Dawson	Member/ Parent	
Leigh Regan	Member/ Parent	
Lisa Aracena	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>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.  
 To improve teacher effectiveness, in the area of questioning and discussion techniques, student engagement, and assessment of learning with formative support and feedback through formal and informal observations using the Danielson model.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 In compliance with the new state and city evaluations, and based on student performance on state and local assessments in reading and writing , we realized that there is a lack of students critical thinking and writing skills across all subject areas; especially in writing

### **Instructional Strategies/Activities**

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

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

- Principal and Assistant Principals will conduct observations (using The Danielson Rubrics) for all teachers targeted towards improvement in the above areas.
  - Principal and Assistant Principals will provide timely oral and written feedback to teachers with specific improvement strategies.
  - Monitor implementation of suggested improvement strategies.
  - Arrange inter-visitation among teachers to exchange effective practices.
1. Arrange inter school visit for teachers to exchange exemplary practices

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

1. Principal/Assistant principals/lead teachers/achievement coaches

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

1. Students performance on local and state Assessments

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

1. September 2013 through June 2014

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

1. Prep Period Coverages required to cover the programs of teachers visiting other schools.

### **Strategies to Increase Parental Involvement**

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

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

### **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>Title IA</b>	<b>x</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.

## **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.

To continue to develop a coherent curriculum across the content areas to meet the citywide expectations around engaging all students in tasks aligned to the Common Core Standards

### **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.

- Given the demanding and rigorous new assessments for students to meet Common Core State Standards, teachers need further professional development and support to implement the common core standards and to plan and infuse it in every unit of study and for it to become an everyday practice in all subject areas.

### **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**

- Provide all teachers with at least two professional learning experiences to deepen their understanding of the C.C.S.S.
- Devote the Wednesday Teacher Time meetings for teacher teams to work together on planning unit of studies and prepare assessment that align with the Common Core Standards.
- Identify lead content area teachers who will facilitate the infusion of expectations of the C.C.S.S. into current area curriculum maps.
- Seek the support of the Network instruction specialist and achievement coach offsite, to provide on-site professional development and frequent visits to the schools to support the work of the teachers.

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

1. Principal/assistant principals/teachers /achievement coaches

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

1. Students performance on local and state exams

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

1. September 2013 through June 2014

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

Prep Period Coverages/Teacher Per Diem: required to cover the programs of teachers attending professional development sessions, workshops, and conferences.

OTPS required for registration at conferences (budget permitting)

1. OTPS required to purchase teacher resources, books, materials related to the CCLS

### **Strategies to Increase Parental Involvement**

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

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and
- guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the

- Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

**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>Grants</b>
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.
To maintain and ultimately increase the graduation rate of the school

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The school needs to maintain the state threshold of an 80% graduation rate for all subgroups. The school’s graduation rate has moved to 80% (currently) we believe we will be able to maintain and ultimately increase the rate above the current level

**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.
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<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
<ul style="list-style-type: none"> <li>• Monitor the progress of every senior student in the cohort towards graduation</li> <li>• Provide rigorous credit recovery/on-line course programs for all seniors who are under credited.</li> <li>• Ensure that all seniors meet the Regents examination requirements before June 2014.</li> <li>• Review and monitor all senior transcripts to make certain that they are programmed correctly.</li> <li>• Provide instant intervention for students at risk of not graduating as scheduled.</li> <li>• Schedule guidance conferences for students at risk and their parents.</li> </ul>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
3. Principal/Assistant Principals/teachers/Guidance counselors/ Special need providers
<b>4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. The number of credits earned each semester/ completion of required regents exams
<b>5. Timeline for implementation and completion including start and end dates</b>
1. September 2013 through June 2014
<b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Offer Academic Intervention/online credit earning/ Tutoring and regents preparation

**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).
<ul style="list-style-type: none"> <li>• Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RfKschools.org website</li> <li>• and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator’s newsletter, teacher and</li> <li>• guidance counselor outreach via phone calls and letters.</li> </ul>

- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

### **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>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

- Teacher Per Session for Online Learning Program and Regents Preparation after school and on Saturdays
  - Guidance Counselor Per Session for parent conferences taking place after the school day and on Saturdays
- OTPS to purchase Edmentum (formerly Plato) software licenses for Online Learning Program

### **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.

- To increase the percent of students in the school's lowest third earning 10+ credits in all grade levels, especially in the 11<sup>th</sup> grade.

#### **Comprehensive Needs Assessment**

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

A review of student's cumulative records and progress reports show that many students in the lowest third are not progressing from one grade to another and towards graduation due to lack of credit accumulation in all subject areas and especially in math and social studies. While the students are meeting the required passing score on state Regents exams

#### **Instructional Strategies/Activities**

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

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

- Identify the student of the target population.
- Identify the academic areas where students are under accumulating credits.
- Create an interdisciplinary teacher team to investigate areas of deficiency in student performance/subject
- Ensure that targeted students attend after school and Saturday Enrichment Programs.
- Provide differentiated instruction and differentiated assessment for targeted students

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

1. Principal/Assistant Principals/teachers/Guidance counselors/Special need providers

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

4. Monitoring students progress by reviewing scholarship report every semester/monitor attendance in the After school and Saturday program

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

1. September 2013 through June 2014

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

1. Students who fails one or more class in any marking period will be mandated to attend either after school and/or Saturday program

#### **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).

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator’s newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

**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>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Teacher Per Session for Saturday Enrichment Program											
Supervisor Per Session for Saturday Enrichment Program											

**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.
To help all of our students, including SWD and ELL, be both college and career ready

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
A review of our progress report indicated that many of our students, especially SWD and ELL students, are not college and career ready

**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>1. Strategies/activities that encompass the needs of identified subgroups</b>
<ul style="list-style-type: none"> <li>• Expand college credit bearing courses by partnering with local colleges, including Queens College, Queens Community College, St. Johns University and Farmingdale College</li> <li>• Early exposure of PSAT to freshman</li> <li>• Offer free SAT preparation on Saturday</li> <li>• Schedule students that did not meet the required 75 in ELA and 80% in math to retake the regents until they meet the above goal</li> <li>• Create a transition team to begin planning post-secondary college and career ready, especially for SWD and ELL students</li> <li>• Provide more support in the form of tutoring and regents preparation for students who are currently in Chemistry and Trigonometry classes.</li> </ul>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1. Principal/Assistant Principals/Teachers/Guidance counselors/Special need providers/Parents/Guardians
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Monitor students progress towards graduation every marking period
<b>4. Timeline for implementation and completion including start and end dates</b>
5. September 2013 through June 2014
<b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Students who fail one or more class will automatically be programmed and mandated to attend after school and Saturday 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).

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and
- Guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

**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>X</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.

Prep Period Coverages/Teacher Per Diem: required to cover the programs of teachers attending professional development sessions, workshops, and conferences.

OTPS required for registration at conferences (budget permitting)

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p><b>Regents Preparation:</b> After school tutoring for those students who are scheduled to take the Math Regents exams in January and June.</p>	Small group tutoring	After school
	<p><b>9<sup>th</sup> period extended day:</b> Designed to assist students who are in the lowest third. Students meet during 2, 75 minute sessions per week, after school.</p> <p>Students are identified through credit accumulation and failing classes on report cards but any student may attend.</p>		
	<p><b>Study Halls:</b> Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.</p>	One to one; small group	During the day
	<p><b>Saturday Enrichment Program:</b> Offered in two 1 and ½ hour</p>		

	<p>sessions on Saturdays from November through January and March through April, these classes provide students with remediation or enrichment in all subject areas.</p>	<p>Small group</p>	<p>After school</p>
<p><b>Mathematics</b></p>	<p><b>Regents Preparation:</b> After school tutoring for those students who are scheduled to take the Math Regents exams in January and June.</p>	<p>Small group tutoring</p>	<p>After school</p>
	<p><b>9<sup>th</sup> period extended day:</b> Designed to assist students who are in the lowest third. Students meet during 2, 75 minute sessions per week, after school.</p> <p>Students are identified through credit accumulation and failing classes on report cards but any student may attend</p>	<p>One to one; small group</p>	<p>After school</p>
	<p><b>Study Halls:</b> Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.</p>	<p>One to one; small group</p>	<p>During the day</p>



	<p>assignments and projects under the supervision of the librarian.</p>	One to one; small group	During the day
	<p><b>Saturday Enrichment Program:</b> Offered in two 1 and ½ hour sessions on Saturdays from November through January and March through April, these classes provide students with remediation or enrichment in all subject areas.</p>	Small group	After school
	<p><b>Make-up labs:</b> To assist students in meeting state requirements for completed lab hours, make-up labs are scheduled after-school. Schedules are posted throughout the building and on the internet. Students in need are identified by subject class teachers and encouraged to attend.</p>	Small groups	After school
<b>Social Studies</b>	<p><b>Regents Preparation:</b> After school tutoring for those students who are scheduled to take the Math Regents exams in January and June.</p>	Small group tutoring	After school

	<p><b>9<sup>th</sup> period extended day:</b> Designed to assist students who are in the lowest third. Students meet during 2, 75 minute sessions per week, after school.</p> <p>Students are identified through credit accumulation and failing classes on report cards but any student may attend</p>	One to one; small group	After school
	<p><b>Study Halls:</b> Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.</p>	One to one; small group	During the day
	<p><b>Saturday Enrichment Program:</b> Offered in two 1 and ½ hour sessions on Saturdays from November through January and March through April, these classes provide students with remediation or enrichment in all subject areas.</p>	Small group	After school
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<ul style="list-style-type: none"> <li><b>9<sup>th</sup> Grade Counseling Group:</b> Guidance counselor meets with 9<sup>th</sup> grade students in the</li> </ul>	Small group	During the school day

	lowest third to discuss academic progress, social issues, study skills, etc...		
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**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.

- Provide the opportunity to receive intense, sustained, and research-based professional development both in content and pedagogy in all core subject areas
- Provide high quality professional development to full-time mentors in district-wide initiatives and in coaching
- We will further help develop teacher professional growth through our ongoing in-school professional development, interschool visitations and citywide professional development opportunities.
- Provide ongoing feedback on teacher practices.
- Require new teachers to submit a portfolio of their work-including sample lesson plans and student work, videotapes of classroom teaching, and reviews of the teacher from school administrators.
- Demonstrate their content preparation/expertise for each core academic subject they teach through having a graduate degree in the core academic content area(s) they teach.
- When hiring special education teachers it is highly advised that the applicant have a dual license in the subject area they want to teach as well as a special education license.

**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).

- Provide in house staff development during faculty and department meetings
- Teachers led Professional Development during Teachers team time
- Off-site Professional development offered by our CFN
- Professional Development offered by our CFN achievement coaches
- Encourage teachers to inter visit and share best 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.).

- Funds were set aside for students in temporary housing
- Funds are set aside for students activities e.g. PSAL and other students organized events

**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.

- Teachers design uniform mid and end year final exams.
- Teachers make item analysis at the completion of each regents exam to help understand how the students perform and to adjust instruction based on students needs as revealed by their performance in the state exams.
- Teachers elect to use eduware , Test wizard and regents prep. Websites to generate exams
- Teachers review and analyze students performance on PSAT to inform instruction and help students achieve better
- College board and Princeton review staff developers present workshops on how to understand students work
- Lead teachers conduct workshops on NYC ELA performance to inform the rest of the staff on how students perform and the next steps.

**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.

**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, Robert F. Kennedy High 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. Robert F. Kennedy High 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;

Robert f. Kennedy high 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;

Robert F. Kennedy High 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**

Robert F. Kennedy High 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 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>25</b>	Borough <b>Queens</b>	School Number <b>670</b>
School Name <b>Robert F. Kennedy Community 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>Beshir Abdellatif</b>	Assistant Principal <b>Susan Adams</b>
Coach	Coach
ESL Teacher <b>Esther Schachne</b>	Guidance Counselor <b>Michelle Arevalo</b>
Teacher/Subject Area <b>Edward Zawacki/Science</b>	Parent <b>Mary Gaskin</b>
Teacher/Subject Area	Parent Coordinator <b>Angela Miraglia</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>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>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>683</b>	Total number of ELLs	<b>89</b>	ELLs as share of total student population (%)	<b>13.03%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Discrete ESL class	0	0	0	0	0	0	0	0	0	32	33	15	9	89
SELECT ONE	0	0	0	0	0	0	0	0	0					0
<b>Total</b>	<b>0</b>	<b>32</b>	<b>33</b>	<b>15</b>	<b>9</b>	<b>89</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	10
SIFE	5	ELLs receiving service 4-6 years	33	Long-Term (completed 6+ years)	15

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	41	3	0	33	2	2	15	1	4	89
Total	41	3	0	33	2	2	15	1	4	89

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										15	10	5	0	30
Chinese										10	19	4	9	42
Russian										0	0	1	0	1
Bengali														0
Urdu										1	1	3	0	5
Arabic														0
Haitian										0	0	0	0	0
French										1	0	0	0	1
Korean										0	1	1	0	2
Punjabi														0
Polish										1				1
Albanian														0
Other										4	2	1	0	7
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	32	33	15	9	89

## 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)										6	4	0	1	11

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)										8	13	3	2	26
Advanced (A)										18	16	12	6	52
Total	0	0	0	0	0	0	0	0	0	32	33	15	9	89

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	1	0	0
	I										5	12	1	0
	A										11	14	3	7
	P										11	6	10	2
READING/ WRITING	B										8	7	0	0
	I										12	14	8	4
	A										7	10	6	5
	P										0	1	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		3	
Integrated Algebra	54		43	
Geometry	12		10	
Algebra 2/Trigonometry	7		4	
Math				
Biology				
Chemistry	2		2	
Earth Science	20		7	
Living Environment	61		39	
Physics				
Global History and Geography	23		19	
US History and Government	9		8	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
  - We review 8th grade ELA scores in ARIS to determine incoming ELA literacy skills. This data reveals that most of our ELLs are coming in at level 1, with minority at level 2. INSERT PERCENTAGES HERE. We use this information when creating students' ninth grade programs and when programming students for Academic Intervention Services during extended time.
  - We administer the ELA Performance Assessment in October to learn more about students', including ELLs', writing and reading skills. We use this information to differentiate instruction in the English classroom and set writing skill goals for each grade level in order for students to meet the Common Core Learning Standards.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns across proficiency levels reveal that:

  - Increasingly, ELLs are entering 9th grade at a higher overall proficiency level
  - ELLs are achieving proficiency in Listening and Speaking at a much greater rate than Reading and Writing.
  - Last year's ELLs made significant progress in achieving proficiency or moving to a higher level of proficiency.
  - The current 10th grade ELLs continue to struggle with all modalities. This group came in at very low proficiency levels in 2012.
- 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 NYSESLAT modalities will affect instructional decisions in the following areas:

  - Creating effective student groupings, both heterogeneous and homogeneous.
  - Modifying text complexity in the content areas for students at different reading levels
  - Modifying writing assignments for students at various writing proficiency levels
  - Planning lessons that focus on developing oral language for students lacking speaking proficiency
- 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?

For the Freestanding ESL Program:

  - ELLs are achieving proficiency in Listening and Speaking at a much greater rate than Reading and Writing
  - Last year's ELLs made significant progress in achieving proficiency or moving to a higher level of proficiency
  - The current 10th grade ELLs continue to struggle with all modalities. This group came in at very low proficiency levels in 2012
  - Few ELLs are taking exams in their native languages
  - We have not yet administered the ELL Periodic Assessment
- 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](#).)

Not applicable
- How do you make sure that a child's second language development is considered in instructional decisions?

If the second language is to be considered English (as the native language is the first language,) then this question is answered multiple times throughout this plan. It is, in fact, the purpose of the entire plan.
- For dual language programs, answer the following:
  - How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

Not applicable
- Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We review and monitor a number of factors to determine the success of the instructional program for ELLs, including

  - Monitoring student progress in Teacherease, an online grade book
  - Reviewing ELL report card grades every marking period for patterns across content areas
  - Reviewing scholarship reports for all ELL classes

- Looking at credit accumulation for ELLs and determining if they are making adequate progress towards graduation
- ELL graduation rate
- Monitoring attendance of ELLs
- Reviewing passing percentages for Regents examinations
- Noting ELL participation in extracurricular activities and athletics
- Reviewing ELL attendance at Saturday enrichment and SAT prep programs
- Monitoring ELLs' progress in the college application process

## 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](#).)  
The steps for the initial identification of ELLs are as follows:
  - The Home Language Identification Survey is currently administered by the enrollment office upon registration
  - If the HLIS has not been administered at the enrollment center, it is administered by a guidance counselor, Mr. Kim, who has been trained and is qualified to do so. The qualified guidance counselor also conducts the oral interview in English. A staff member who speaks the parents' native language provides interpretation.
  - The RLER is run weekly to determine which students are eligible for the LAB-R.
  - The LAB-R is administered by Ms. Adams, Assistant Principal for ESL, during the school day.
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.
  - If a student is eligible based on the LAB-R score, the parent is given an entitlement letter requesting that they come to an orientation within two or three days.
  - The orientation is conducted by Ms. Adams, AP, along with the parent coordinator and a staff member who can provide interpretation.
  - Ms. Adams shows the video to the parent in his or her native language and answers any questions they may have about their program choices.
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](#)].)
  - The parent is given the parent option survey in his or her native language. The survey is usually returned upon completion of the orientation.
  - If the parent's option is Transitional Bilingual Education, Ms. Adams informs the parent that although we do not have the required number of students necessary to open a bilingual program at this time, we will continue to monitor these numbers and will notify them if such a program is created. If the parent still opts for TBE, Ms. Adams will provide them with information regarding which schools offer such a program.
  - Ms. Adams monitors parent options throughout the year. This number is usually 2 to 3 per school year. Parent surveys are stored in her office.
  - Continuation of Entitlement letters are printed in the parent's native language distributed to students and mailed home at the beginning of the school year.
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.
  - ELLs are placed into the ESL instructional program based on the raw score achieved on the LAB-R upon completion of the

Parent Survey and Program Selection. This information is entered into ATS by Ms. Adams on the ELPC screen.

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.
  - Ms. Adams runs the RLER to determine which students are eligible to take the NYSESLAT
  - Ms. Schachne, licensed ESL teacher and Ms. Barreiro-Ojeda, licensed ESL teacher administer the Speaking section of the NYSESLAT one on one in a separate location during the school day during the NY State specified testing period.
  - Ms. Schachne, licensed ESL teacher, administers the Reading, Writing and Listening sections of the NYSESLAT during ESL class time during the NY State specified testing period.
  - Ms. Schachne and Ms. Barreiro-Ojeda administer make-up exam sections during the NY State specified testing period to students who were absent during prior test days.
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. 
  - Review of parent choice for the past three years show that all four parents who were surveyed chose Freestanding ESL for their children.
  - Our current ESL program is in alignment with parents choices.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The ESL instructional program consists of the following:

- Living Environment ESL: Co-taught by the Science teacher and the ESL teacher and comprised of 9th grade ELLs and level 1 and 2 non ELLs
  - Earth Science ESL: Co-taught by the Science teacher and the ESL teacher and comprised of only 10th grade ELLs and level 1 and 2 non ELLs
  - Global History ESL 9: Co-taught by the Social Studies teacher and the ESL teacher and comprised of only 9th grade ELLs and level 1 and 2 non ELLs.
  - Global History ESL 10: Co-taught by the Social Studies teacher and the ESL teacher and comprised of only 10th grade students and level 1 and 2 non ELLs.
  - Beginner ESL: Ungraded, homogeneous, self-contained class taught by the ESL teacher and comprised of ELLs on the beginner proficiency level
  - Intermediate ESL: Ungraded, homogeneous, self-contained class taught by the ESL teacher and comprised of ELLs on the intermediate proficiency level
  - Advanced ESL: Ungraded, homogeneous, self-contained class taught by the ESL teacher and comprised of ELLs on the advanced proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
      - The Beginner ESL program consists of three classes: one ESL social studies class, one ESL science class and one Freestanding ESL class. Each class meets five times a week for 43 minutes for a total of 645 minutes.
      - The Intermediate ESL program consists of two classes: either ESL social studies or ESL science and Freestanding ESL. Each class meets five times a week for 43 minutes for a total of 430 minutes.
      - The Advanced ESL program consists of one Advanced ESL class which meets five times a week for 43 minutes for a total of 215 minutes.
      - All ELLs are programmed for five periods of ELA per week for a total of 215 minutes of instruction.
      - Spanish speaking intermediate and advanced level ELLs are programmed for five periods of Spanish per week.
  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.
    - Living Environment, Earth Science, Global History 9 and Global History 10 are co-taught by a content area teacher and an ESL teacher. All other content area classes are taught by a licensed content area teacher.
    - By programming ELLs for co-taught content area classes they have greater opportunities to accumulate credits and meet graduation requirements more quickly.
    - All content area classes are taught in English; students have access to electronic translators, translated materials and glossaries.
    - Teachers use CCLS aligned instruction that incorporates appropriate scaffolding to support students in their understanding of complex texts
    - Teachers provide students with instruction that develops the disciplinary vocabulary that enhances conceptual understanding in the content areas
    - Teachers use students' cultural experiences and prior knowledge to bridge learning and make content meaningful
    - Teachers infuse instruction with opportunities for students to engage in academic discussions and express themselves in writing
    - Some of the practices teachers use are:
      - o Close, interactive read aloud
      - o Collaborative discussion and debate

- o Use of videos, visuals and graphic organizers
  - o Intensive vocabulary instruction
  - o Oral presentations
  - o High level questioning
  - o Scaffolded and modeled academic writing
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
    - ELLs are provided with translated versions of Regents exams whenever available
    - ELLs use electronic translators, dictionaries and glossaries during
  5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
    - Classroom assessments include:
      - Formal oral presentations based on research
      - Informal speaking in groups and individually
      - Formal essays requiring citations and references to fiction and informational texts
      - Informal classroom writing assignments
    - NYSESLAT
    - ELA Performance Assessment
    - Periodic Assessments
  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).

Instruction is differentiated for ELL subgroups as noted below. Many of these strategies overlap in some degree for different subgroups since differentiation is highly individualized.

#### SIFE

- recognition of the student's culture and prior experience
- translated classroom libraries
- translated lower level texts and handouts, including translations of informational texts
- tasks that focus on socialization, classroom procedures and routines
- regular use of visuals
- modeling of spoken English
- opportunities to interact with proficient English speakers
- note taking, homework and study skills
- technology instruction
- common native language grouping

#### Newcomers

- all of the above, plus
- development of academic vocabulary
- adapted levels of text complexity
- adapted tasks and assessments for different proficiency levels
- activities that foster students' oral language development
- modified assignments based on proficiency levels
- use of graphic organizers
- activities that bridge past experiences with new learning

#### ELLs Receiving Service 4-6 Years

- all of the above, plus
- continued development of academic vocabulary
- continued native language support
- activities that further foster students' oral language development
- concentration on the modality in which the student is most deficient
- NYSESLAT review and practice with similar materials

Long Term ELLs

- all of the above (4-6 year ELLs)
- intensive instruction in the deficient modalities

Former ELLs

- continued emphasis on oral language development and academic vocabulary
- activities that foster students' oral language development
- use of graphic organizers
- continued native language support

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?
- Teachers use CCLS aligned instruction that uses appropriate scaffolding to support students in their understanding of complex texts
  - Teachers provide students with instruction that develops the disciplinary vocabulary that enhances conceptual understanding in the content areas
  - Teachers use students' cultural experiences and prior knowledge to bridge learning and make content meaningful
  - Teachers infuse instruction with opportunities for students to engage in academic discussions and express themselves in writing
  - Some of the practices teachers use are:
    - o Close, interactive read aloud
    - o Collaborative discussion and debate
    - o Use of videos, visuals and graphic organizers
    - o Intensive vocabulary instruction
    - o Oral presentations
    - o High level questioning
    - o Scaffolded and modeled academic writing
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?
- ELL-SWDs receive all services and instructional mandates indicated on their IEPs while still receiving the required number of minutes of ESL instruction.
  - Students are programmed for Resource Room or ICT classes, according to their IEPs.

**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
Native Language Arts:	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

### 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


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

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

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

	Beginning	Intermediate	Advanced
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.
- SIFE students and newcomers are provided with AIS services from 2:05 to 3:20, two days a week, provided by the content area teacher and instruction on Saturdays from 9 am to 12 pm, during which the ESL teacher works on developing oral language and pre-reading skills.
  - ELLs receiving services for 4 to 6 years are provided with AIS services from 2:05 to 3:20, two days a week, provided by the content area teacher and Saturday instruction in English, Social Studies and Science. These students are also provided with Saturday Regents preparation courses and online blended learning courses. The ELA Regents preparation course is taught by the ESL teacher.
  - ELLs receiving services for 6 or more years are provided with AIS services from 2:05 to 3:20, two days a week, provided by the content area teacher, Saturday instruction in all subject areas, intensive Regents preparation on Saturdays and after –school, and online blended learning courses to advance credit accumulation. The ELA Regents preparation course is taught by the ESL teacher.
  - Former ELLs are provided with Saturday instruction in all content areas, Regents preparation on Saturdays and after school taught by the content area teachers, Saturday SAT preparation courses taught by content area teachers and online blended learning courses.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- A review of ARIS data reveals that current 9th grade ELL students performed at a level 1 or 2 on the 8th grade ELA and Social Studies tests, but a large number of 9th graders performed at level 2 and 3 on both Math and Science tests. By the end of June we will have more data available to us, including Algebra and Living Environment Regents results as well as credit accumulation and absences.
  - A review of Regents exam results for current 10th graders indicates that ELLs are achieving moderate success in Math and Science. To address this issue and improve our students' performance on state exams, we will continue to work with content area teachers to develop strategies that will help our English language learners and encourage ELLs to attend Regents preparation classes on Saturdays in the fall and spring as well as use glossaries and translated versions of exams.
  - With the exception of two or three students, current 10th grade ELLs made adequate progress toward graduation and accumulated the credits necessary to be promoted to the next grade
  - Current 11th and 12th graders are making excellent progress toward graduation and need only one or two more Regents exams to earn a diploma on time. Only one 11th and one 12th grade ELL have less than adequate credit accumulation to graduate on time. We will continue to provide intensive Regents preparation classes to these students as the exams
  - The ELLs who are behind in credit accumulation will benefit from the Saturday Enrichment Program for ELLs and online blended learning funded by the Additional Credit Accumulation Opportunities for ELLs Grant
11. What new programs or improvements will be considered for the upcoming school year?
- Content area co-taught ESL classes for 9th and 10th grade Global Studies, Living Environment and Earth Science.
  - Saturday Enrichment Program for ELLs
  - Additional Credit Accumulation Opportunities for ELLs Grant
12. What programs/services for ELLs will be discontinued and why?
- The ESL only instructional program will be discontinued. These classes prevented ELLs from becoming fully integrated into the culture of the school and in some instances prevented students from earning credit required for graduation. ELLs also were not supported in their content areas.
  - 9th and 10th grade ELLs will be programmed for content area ESL classes in Social Studies and Science as part of their mandated number of ESL instructional minutes.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to and encouraged to participate in all school programs, including:
- o Access to electives and native language instruction
  - o Community Service Program
  - o AP Exams
  - o Honors Classes

- o PSAT Preparation Course
  - o Saturday Enrichment Program
  - o Student Government and SGO Activities
  - o PSAL Athletics
  - o College Advisement After School and Saturdays
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- o Smartboards in every classroom
  - o Media room with 20 computers and printer access during free periods and after school
  - o Six mobile laptop carts for content classes
  - o Fully automated library and access to databases in the native language
  - o Discovery Education Software for teacher use
  - o Edmentum blended learning
  - o APEX online learning
  - o Scholastic magazines
  - o Translations, glossaries and translators
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are encouraged to use translators in their classes
  - Teachers provide translated materials when available
  - Students are grouped by native language for some activities to provide support for one another, especially when answering questions in the native language.
  - Native Spanish speakers are programmed for the appropriate level of Spanish instruction
  - The lab specialist participates in the Saturday Program for ELLs to provide Chinese interpretation of content area concepts and vocabulary. She also assists teachers with the translation of materials for content area classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students and teachers use materials that are aligned with the Common Core Learning Standards for the corresponding grade level.
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.
- ELLs are invited to attend our Student Orientation in June for incoming students. This program provides information regarding the academic program as well as student government developed ice breaker and team building activities. This orientation is offered again during the last week of August and includes tours of the building, a scavenger hunt and team challenges.
18. What language electives are offered to ELLs?
- Spanish Levels 1, 2, 3, Advanced Placement Spanish Language and Literature and (online independent study) Chinese
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)?

Not applicable

### 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.
  - RFK's ELL Professional Development provides teachers with instructional strategies for teaching English Language Learners and assisting ELLs as they transition from middle school to high school and ultimately, English proficiency. Teachers also receive professional development in preparing students to take and pass NYS Regents Exams and meeting graduation requirements.
    - All teachers have access to information regarding our ELLs through a shared group in ARIS. During the first PD session in September, we review NYSESLAT results as well as strategies for working with students at different proficiency levels.
    - Professional Development will be facilitated by school administrators, the Network ELL Achievement Coach and through outside workshops. The school-wide plan includes professional development conducted during our weekly Teacher Time, 2:05 to 3:20 pm every Wednesday. During this time, a minimum of one Wednesday per month, for a total of 11.5 hours annually, our ESL teachers and our content area ESL teachers turnkey training they have received during their PD sessions. Topics include:
      - Understanding the NYSESLAT
      - Our New ELL Instructional Program
      - Assessing the Needs of our ELL Population
      - How do the CCLS Support ELL Instruction?
      - Developing Academic Vocabulary
      - Strategies for Helping ELLs Pass Regents Exams

### 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?
  - New Student Orientation: Parents of ELLs are invited to attend the New Student Orientation in June. Staff translators are present to provide interpretation. Parents are provided with information regarding graduation requirements, extracurricular activities and the ESL instructional program
  - Monthly Mailings: Every month ELL parents receive a calendar of events, flyers describing school and parent activities and a letter from the principal
  - Parent-Teacher Conferences: Staff interpreters as well as contracted interpreters are available during the evening and afternoon conferences. Materials regarding academic intervention services and graduation requirements are provided in several languages.
    - Financial Aid Night and College Fair are held in the fall and winter. Parents of ELLs are invited to participate. We partner with the CUNY admissions office to provide parents with information regarding applying to college and completing the FAFSA.
    - PTA Meetings: Parents of ELLs are invited to attend meetings and be part of the executive board and the SLT.
    - We evaluate the language needs of our parents in several ways. We evaluate the translation and interpretation needs of our parents using the Home Language Aggregate report and Preferred Language indicators and then ensure that we know who on our staff can serve as an interpreter.
    - We also use the school environment survey to determine parent needs and areas to improve.
    - We encourage parents to visit our school at any time. The principal and assistant principals are happy to meet with parents and discuss student progress.

### **E. Additional Information**

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: Robert F. Kennedy Community HS**

**School DBN: 25Q670**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beshir Abdellatif	Principal		11/15/13
Susan Adams	Assistant Principal		11/14/13
Angela Miraglia	Parent Coordinator		11/14/13
Esther Schachne	ESL Teacher		11/14/13
Mary Gaskin	Parent		11/14/15
Edward Zawacki	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		
	Coach		
	Coach		
Michelle Arevalo	Guidance Counselor		11/14/13
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **25Q670** School Name: **Robert F. Kennedy Community HS**

Cluster: **2** Network: **CFN 201**

**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.

A review of the Home Language Report and current ELL program enrollment is made to ascertain the needs of our ELL parents. Additionally, the parent coordinator gathers information on home language when she makes phone calls to the home. The guidance staff performs a survey of all juniors which includes the language spoken at home. Teachers and guidance counselors make necessary notations when encountering parents who cannot communicate in English. We also use information from previous years' attendance at Parent-Teacher Conferences to determine interpretation needs.

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.

Although the majority of our parents speak and write in English, we do have a large number of parents whose home language is other than English. 26% of our parents speak Spanish at home. 14% speak some form of Chinese. Other widely spoken languages are Korean, Pashto and Russian at less than 8% each. This information is shared with the school community at a faculty conference. We do provide both Spanish and Chinese interpretation at Parent-Teacher Conferences, but have found that very few parents take advantage of this service. Most parents bring a friend or family member who will interpret.

## 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.

Monthly mailings to parents, which include school policies and procedures, calendars, tutoring schedules and PTA information, will include written translations of all information where a preferred language is indicated. These translations are produced by school personnel and the Translation and Interpretation Unit. The translation unit does require a few weeks of advance notice, so this is not always easily done, but letters regarding student progress are routinely translated and used from year to year. Documents issued by the Department of Education will be made available in the translated versions provided by the DOE.

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.

Chinese and Spanish Translators will be available for Parent-Teacher conferences. At orientation sessions and other school events, staff translators will be available. They will also be available at the request of the parent at informal meetings throughout the year.

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>.

We will provide oral translations at Parent-Teacher Conferences, Freshman Orientation and Open House, as well as parent meetings. We will provide written translations of materials sent home to parents in monthly mailings.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Robert F. Kennedy Comm HS	DBN: 25Q670
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Title III program will enhance the current ESL program by providing supplemental instruction targeted specifically at the language acquisition and reading comprehension skills necessary to become proficient in the content areas, and gain English language proficiency. As a result of participating in the program ELL students will become more proficient at using higher thinking skills and other skills needed to be successful in state exams and promote credit accumulation hence improving the graduation rate for all ELLs.

Supplemental instruction sessions in Living Environment, Earth Science and Global Studies (9th and 10th grade) will be held on Saturdays from 9 am to 12 pm. Classes will run for six weekends from November through December and six weekends from April through May . They will be taught by the ESL and content area teachers. The language of instruction will be English.

We will also offer classes in Test Taking Skills and Strategies on 5 Saturdays from January to June. These will also run from 9:00 am to 12:00 pm. They will be taught by content area teachers and the ESL teacher and the language of instruction will be English.

### Part C: Professional Development

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

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

Begin description here: Our staff development will focus on assessing the needs of our ELL students and implementing the Common Core Standards in all content areas. We will provide the common planning with the monolingual teachers to address and support the special needs of ELL students in the content area classroom. Monolingual teachers will also receive pd on esl strategies to use in their classroom. We will also utilize the CFN Network Instructional Specialists to provide professional development in the Common Cores Standards and ESL literacy and to assist in curriculum planning in all classrooms.

ELL Literacy Conference

Election Day

Improving Outcomes for Students with Disabilities and English Language Learners (A four part

### Part C: Professional Development

workshop)

Workshop 1: Cultural, Linguistic and Academic Needs of ELL/SWDs

Workshop 2: Instructional Strategies for English Learners with Special Needs

Workshop 3: Literacy, Vocabulary and Writing

Workshop 4: Co-Teaching and Collaboration

The mandatory 7.5 (plus) hours of teacher professional development will be facilitated by school administrators, the ESL teachers. The schedule is as follows:

Assessing the needs of our ELL Population

Applying the Common Core Standards to ELL Students

During weekly Departmental Teacher Time (2:00 to 2:37 every Monday), ESL teachers will meet with individual departments throughout the year to assist content area teachers with differentiating instruction for ELLs. The ESL teachers will share strategies learned at their PD sessions and provide subject specific support and resources that meet the needs of each department.

### Part D: Parental Engagement Activities

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

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

Begin description here: ELL Spring Parent Workshop

Parents of current and transitional ELLs will be invited to a Parent Workshop. Topics of discussion to be included are:

Meeting Graduation Requirements and Advanced Regents Diploma Requirements

Helping your Child Attain English Language Proficiency

Using Teacherease to Support your Child Academically

We make an effort to meet the needs of our ELL parents at PTA meetings and events, including New Student Orientation, Open House, Financial Aid Night and College Night. Parent-Teacher Conferences are well attended, and we will request translators from the Translation Unit both in the fall and spring. We also have staff available to translate for Arabic, Chinese, Korean, French and Spanish speaking parents at other events. All mailings will be sent home with translations.

**Part D: Parental Engagement Activities**

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**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$11,200	24 teacher hours per session  Fall/Spring Saturday Program:  3.5 hrs x 6 days x 3 tchrs = 63 hours  9 hours prep x 3 tchrs = 27 hours total for fall = 90 hours  total for spring = 90 hours  Regents Review Saturdays:  3 hrs x 5 days x 3 tchrs = 45 hours
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	0	none
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	0	none
Educational Software	0	none

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	0	none
Other	0	none
<b>TOTAL</b>	<b>\$11,200</b>	