



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HOLCOMBE L. RUCKER HIGH SCHOOL OF COMMUNITY RESEARCH

DBN (i.e. 01M001): 08X332

Principal: SHARIF RUCKER

Principal Email: srucker@schools.nyc.gov

Superintendent: Carron Staple

Network Leader: Beirne Gerard

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
Sharif Rucker	*Principal or Designee	
Adrian Brooks	*UFT Chapter Leader or Designee	
Lakeisha Cobbold	*PA/PTA President or Designated Co-President	
Kerry Roberson	DC 37 Representative, if applicable	
Moud Adesah/Daneil Reid	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Wendy Wagner	Member/ Parent	
Frances Jones	Member/	
Lorraine Gaye	Member/ Parent	
Sharmine Davis	Member/ Parent/SLT	
Stacyann Hayman	Member/ Parent/SLT	
Fabyan Roldan	Member/	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
x	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 08X332

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	261	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	19	# SETSS	2	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2013-14)					
# Visual Arts	2	# Music	2	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	75.6%	% Attendance Rate		84.2%	
% Free Lunch	86.4%	% Reduced Lunch		4.9%	
% Limited English Proficient	11.4%	% Students with Disabilities		21.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.2%	% Black or African American		38.0%	
% Hispanic or Latino	57.1%	% Asian or Native Hawaiian/Pacific Islander		1.5%	
% White	1.5%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	6.34	# of Assistant Principals		2	
# of Deans	1	# of Counselors/Social Workers		N/A	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		16.7%	
% Teaching with Fewer Than 3 Years of Experience	29.2%	Average Teacher Absences		5.3	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	53.7%	Mathematics Performance at levels 3 & 4		46.7%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		51.2%	
6 Year Graduation Rate	65.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
SCEP addressed school specific needs as per the Quality Review and Early Engagement process.			
Describe the areas for improvement in your school's 12-13 SCEP.			
1. Refine existing curricula and accelerate implementation of Common Core action plan.			
2. Improve teacher practice through implementation of Charlotte Danielson Framework for Teaching.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
1. Finding adequate amount of time to for teachers, administrators and the school community to collaborate on building Common Core aligned units, tasks and assessments.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
1. Teachers in all core subjects were able to create Common Core aligned units through participation in a Common Core workshop by the Office of Academic Resources. Units were reviewed and they provided feedback by Common Core Fellows.			
2. Instructional practice has improved through a shift and implementation of the Danielson Framework for Teaching.			
Were all the goals within your school's 12-13 SCEP accomplished?			Yes
			x
			No
If all the goals were not accomplished, provide an explanation.			
Unable to meet goal 5 as a result of a disruption of Parent Coordinator capacities to service and support parent engagement for an extended period of the 2012/2013 school year.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			Yes
			x
			No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Finding the appropriate time and funds to fully implement the new teaching framework, MOSL, and CCLS curriculum.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
2% improvement in ELA and math for the lowest third, ELLs, and SWDs			
Describe how the school leader(s) will communicate with school staff and the community.			
The principal and his cabinet work to provide sufficient time and resources to meet all student's academic needs.			
Describe your theory of action at the core of your school's SCEP.			
The principal and his cabinet work to provide sufficient time and resources to meet all student's academic needs.			
Describe the strategy for executing your theory of action in your school's SCEP.			
The school builds and implements Common Core standards based curricula, with attention to reading and writing across the grades and content areas. Literacy and Math institutes that utilize the latest technology and differentiation to meet the challenges of those students that are behind academically. Weekly Grade Team and Curriculum Teams meet to monitor student progress and create curricula that allow all students multiple entry points.			
List the key elements and other unique characteristics of your school's SCEP.			
Specifically targets both administrative and teacher practice through ongoing professional development, observation of teacher staff, modification of curriculum, strategic use of resources, reprogramming of staff, and increased capacity of teacher teams			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
A leadership team that meets weekly to ensure the goals of the SCEP are being met and to implement changes when deemed necessary.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Strengthen teaching strategies, including scaffolding, questioning and discussion techniques that allow access into the curricula so that all learners demonstrate high-order thinking skills in student work products.							
Review Type:	QR	Year:	2012/13	Page Number:	5	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader’s vision		2.3 Systems and structures for school development
x	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
Prepare to fully implement a new system of teacher evaluation and development using the Danielson Framework for Teaching through 2013-14. This researched based teaching framework will provide clear expectations for teacher practice and serve as the focus for teacher development.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups • Facilitate teacher-to-teacher inter-visitations and classroom observations by school leaders by June 2014. • Principals and APs will conduct a series of observations for each teacher using Charlotte Danielson’s Framework for Teaching to provide meaningful feedback by June 2014. • Each teacher will meet with their instructional supervisor to identify individual teacher goals based on the selected teaching framework 	
<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity 1. Principal, assistant principal, teachers 2. Principal, assistant principal, teachers 3. Principal, assistant principal, teachers 	
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity 1. By February have developing and ineffective teachers participate in two teacher to teacher inter-visitations. 2. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice 3. By October all teachers will participate in an Initial Planning Conference with Principal or APs where teacher goals will be determined using the Danielson Framework for Teaching. 	
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates 6. September to June 2014 7. September to June 2014 8. September to October 2013 	
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity • School OTPS funds allocated to support clerical supplies, PD supplies • Title I Allocations for teacher per session to support internal and external professional development • Title I Allocations to secure National Training Network to support teacher practice in Mathematics. • TL NYSTL Library funds to support and build teacher instructional practice to support Common Core work. • TL NYSTL Software funds to support online PD opportunities and data tools for instructional improvement. • TL Citywide Instructional Expectations fund to support Highly Qualified staffing and PD. • TL Children First Network Support funds to increase external PD opportunities to support Citywide Instructional Expectations and provide supports for City and State compliance mandates. 	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
While the school has curricula that addresses CCLS and some lessons observed provided modifications for specific groups of students, not all curricula consistently differentiates for the learning needs of struggling students, English language learners and students with disabilities.									
Review Type:	QR	Year:	2012/13	Page Number:	5	HEDI Rating:	D		

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
X	3.2 Enact curriculum			3.3 Units and lesson plans					
	3.4 Teacher collaboration			3.5 Use of data and action planning					

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
To continue to deepen and broaden work around the Common Core Learning Standards (CCLS) by developing the skill of using evidence to support arguments in English and Math as evidenced through cycles of observations by June 2014.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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									
<ul style="list-style-type: none"> Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders Principals and APs will conduct a series of observations for each teacher using Charlotte Danielson's Framework for Teaching to provide meaningful feedback through June 2014. Each teacher will meet with their instructional supervisor to identify individual teacher goals based on the selected teaching framework Program and monitor students in the Math and Literacy Institute utilizing the I-Ready online program and using a baseline assessment/diagnostic and monthly reports. All Math Teachers will meet with NTN coaches to develop curriculum and improve teacher Pedagogy. All teachers will participate in weekly professional development with AP and network ELA specialist 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> Principal, assistant principal, teachers Principal, assistant principal, teachers Principal, assistant principal, teachers Principal, assistant principal, teachers Principal, assistant principal, NTN Coach, teachers Principal, assistant principal, ELA specialist, teachers 									

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

1. By February have developing and ineffective teachers participate in two teacher to teacher inter-visitations.
2. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice
3. By October all teachers will participate in an Initial Planning Conference with Principal or APs where teacher goals will be determined using the Danielson Framework for Teaching.
4. By October all students will complete a diagnostic in the I-Ready program to determine individualized differentiated instruction
5. By June 2014, all math teachers will have had at least twice monthly meetings with Math Coach.
6. By June 2014, all teachers will participate in once a week PD with AP or ELA specialist.

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

1. September-June 2014
2. September-June 2014
3. September-October 2013
4. October- June 2014
5. September-June2014
6. September-June2014

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

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

- School OTPS funds allocated to support clerical supplies
- Title I Allocations for teachers who actively participate in Curriculum Development
- Title I curriculum and staff development monies spent on partnership with National Teachers Network professional development coaching support
- Data Specialist and Data Inquiry Team (CLT/GLT) allocation title I per session allocated.
- Title I Allocations for teachers who actively participate in Curriculum Development
- Allocation for supplemental instructional books
- Focus allocation to support teacher per session in targeted credit accumulation.
- Title I Allocations for teacher per session to support internal and external professional development
- Title I Allocations to secure National Training Network to support teacher practice in Mathematics.
- TL NYSTL Library funds to support and build teacher instructional practice to support Common Core work.
- TL NYSTL Software funds to support online PD opportunities and data tools for instructional improvement.
- TL Citywide Instructional Expectations fund to support Highly Qualified staffing and PD.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

While the school has curricula that addresses CCLS and some lessons observed provided modifications for specific groups of students, not all curricula consistently differentiates for the learning needs of struggling students, English language learners and students with disabilities.

Review Type: QR	Year: 2012/13	Page Number: 5	HEDI Rating: D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Through teachers' strategic use of intentional groupings utilizing multiple modalities, students will develop the ability to work collaboratively as evidenced through cycles of observations by June 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders by June 2014.
- Principals and APs will conduct a series of observations for each teacher using Charlotte Danielson's Framework for Teaching to provide meaningful feedback through June 2014.
- Each teacher will meet with their instructional supervisor to identify individual teacher goals based on the selected teaching framework
- Each teacher will participate in weekly PD

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

1. Principal, assistant principal, teachers
2. Principal, assistant principal, teachers
3. Principal, assistant principal, teachers
4. Principal, assistant principal, NTN Coach, teachers

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

1. By February have developing and ineffective teachers participate in two teacher to teacher inter-visitations.
2. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice
3. By October all teachers will participate in an Initial Planning Conference with Principal or APs where teacher goals will be determined using the Danielson Framework for Teaching
4. By June 2014, all teachers will participate in once a week PD with Principal, AP or ELA specialist.

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

1. September-February 2014
2. September-June 2014
3. September-October 2013
4. September-June 2014

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

- School OTPS funds allocated to support clerical supplies
- Title I Allocations for teachers who actively participate in Curriculum Development
- Title I curriculum and staff development monies spent on partnership with National Teachers Network professional development coaching support
- Data Specialist and Data Inquiry Team (CLT/GLT) allocation title I per session allocated.
- Title I Allocations for teachers who actively participate in Curriculum Development
- Allocation for supplemental instructional books

- Focus allocation to support teacher per session in targeted credit accumulation.
- Title I Allocations for teacher per session to support internal and external professional development
- Title I Allocations to secure National Training Network to support teacher practice in Mathematics.
- TL NYSTL Library funds to support and build teacher instructional practice to support Common Core work.
- TL NYSTL Software funds to support online PD opportunities and data tools for instructional improvement.
- TL Children First Network Support funds to increase external PD opportunities to support Citywide Instructional Expectations and provide supports for City and State compliance mandates

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Letter Grade D: Student Progress measures the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing state Regents exams.									
Letter Grade C: Student Performance measures how many students graduated within 4 and 6 years of starting high school, and the types of diplomas they earned.									
Review Type:	School Progress Report	Year:	2012/13	Page Number:	1-4	HEDI Rating:	N/A		

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	5.2 Systems and partnerships				x	5.3 Vision for social and emotional developmental health			
	5.4 Safety					5.5 Use of data and student needs			

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
Organize the school to meet the needs of all students by allocating resources to increase credit accumulation, graduation rate and improve Regents scores by 2%.									

Instructional Strategies/Activities

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

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

1. Teacher teams will be engaged implementing effective meeting protocols for grade meeting by developing effective monitoring systems to support student academic progress by grade.
2. Students will participate in AIS programs to attain credits and support regents preparation.
3. Teachers and the guidance team will monitor student progress via the grade teams, they will serve as student mentors and/or engage students in case conferences to review student progress, data, and/or strategies for academic improvement.
4. The guidance team will support students by offering one-to-one student support as well as hosting small groups or seminars for students which address some social concerns. Examples of these seminars and/or small groups will include topics such as sexual harassment, anti-bullying, self-esteem, college readiness, etc.
5. Guidance and the parent coordinator will host workshops for parents on various topics to support student development and growth. An example of this is a college

workshop, financial aid, etc.

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

1. Principal, assistant principal, teachers, guidance counselors, parent coordinator

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

1. By October, teachers will be familiar with the data for their respective grade teams and will be to host student meetings and/or mentoring sessions to consult with students, discuss challenges and monitor student progress bi-weekly.
2. By June, the number of students accumulating ten or more credits for the 2013-14 school year will increase by 2%.

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

1. September-June 2014

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

- Teachers will use their period 6 administrative period to review student data, student progress, meet with students and offer additional academic support.
- Tax Levy allocated for educational software to support student academically through the I Ready Program software.
- OTPS title I focus money allocated to purchase supplies and/or other materials needed for the regents prep and PM school.
- Supervisor per session rate for an assistant principal to supervise the after school (PM School and Regents Prep) for four days per week from October to February.
- Supervisor per session rate for an assistant principal to supervise the Regents prep on Saturdays for ten weeks.
- Tax Levy allocation for guidance counselor per session was allocated to conduct monthly self-esteem workshop for girls after-school.
- Tax Levy allocation for family worker per session money allocated to support the school with our AIS Programs (PM School and Regents Prep) from October to June.
- Title I focus money allocation for DataCation, student data and progress monitoring system.
- Title I focus allocations for teachers per session to participate in Curriculum Development for PM School and Regents Prep programs.
- Data Specialist per session allocated to support the school progress report through the work of the inquiry team.
- Title I focus money allocation for Saturday academy and PM School teacher per session expenses.
- Focus allocation to support teacher per session in targeted credit accumulation.
- Title I teacher per session allocated to support student with extracurricular activities and/or club after school.
- Title I general supplies money allocated to purchase items for our annual academic awards ceremony for students and parents.
- Tax levy allocation for guidance counselor per session for evening parent workshops.
- Title I School Success money allocations for teacher per session for after school clubs, sports and other activities.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
x	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Letter Grade C: School Environment represents 15% of the total score. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.

Review Type: School Progress Report	Year: 2012/2013	Page Number: 4	HEDI Rating: N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

6.2 Welcoming environment	x	6.3 Reciprocal communication
6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 parents will be engaged in several parent workshops and activities to build positive working relationships between school and families to foster an increase in overall student progress.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

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

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

1. Principal, AP, Teacher, Parent Coordinator, Students, Families

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

1. Have at least 2 parent workshops, Awards Night, and through the use of Skedula to allow families to monitor student progress.

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

1. September-June 2014

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

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

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement

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	Literacy Institute <ul style="list-style-type: none"> - Use of active reading strategies - Increased exposure to informational text - Targeted grammar support PM School <ul style="list-style-type: none"> - 9th and 10th instructional periods for students to gain additional course credits. Saturday School Additional day provided for students to engage in targeted Regents preparation.	<ul style="list-style-type: none"> - One to one - Team teaching - Smaller class size - Tutoring - Whole group Instruction - Small groups - One to one - Whole group instruction 	<p style="text-align: center;">During the school day</p> <p style="text-align: center;">After the school day</p> <p style="text-align: center;">After the school day</p>
Mathematics	Math Institute <ul style="list-style-type: none"> - Implementation of SOLVE - Interactive problem solving PM School <ul style="list-style-type: none"> - 9th and 10th instructional periods for students to gain additional course credits. Saturday School <ul style="list-style-type: none"> - Additional day provided for students to engage in targeted Regents preparation. 	<ul style="list-style-type: none"> - One to one - Team teaching - Smaller class size - Tutoring - Whole group Instruction - Small groups - One to one - Whole group instruction 	<p style="text-align: center;">During the school day</p> <p style="text-align: center;">After the school day</p> <p style="text-align: center;">After the school day</p>
Science	PM School <ul style="list-style-type: none"> - 9th and 10th instructional periods for students to gain additional course credits. Saturday School <ul style="list-style-type: none"> - Additional day provided for students to engage in targeted Regents preparation. 	<ul style="list-style-type: none"> - Smaller class size - Whole group instruction - Small groups - One to one - Whole group instruction 	<p style="text-align: center;">After the school day</p> <p style="text-align: center;">After the school day</p>
Social Studies	PM School <ul style="list-style-type: none"> - 9th and 10th instructional periods 	<ul style="list-style-type: none"> - Smaller class size - Whole group instruction 	<p style="text-align: center;">After the school day</p>

	<p>for students to gain additional course credits.</p> <p>Saturday School</p> <ul style="list-style-type: none"> - Additional day provided for students to engage in targeted Regents preparation 	<ul style="list-style-type: none"> - Small groups - One to one - Whole group instruction 	<p>After the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselor – academic and social/emotional counseling, mandated counseling, grade/cohort seminars to address social emotional issues, college counseling and career readiness. Social Worker (from Morris Height Health Center) – Mental health counseling School Psychology – Evaluations for IEP services.</p>	<p>One-to-one, small group, seminars</p>	<p>Guidance counselor services are provided during the school day and after school.</p>

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

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

School administration with work with DHR to ensure that all teachers are highly qualified and attend Central borough and city wide hiring fairs.

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).

- Promote and facilitate CCLS aligned student work and teacher designed tasks and assessments that reflects the implementation of current system-wide reform initiatives
- Integrate professional development for all teaching staff that addresses the needs of all students.
- Utilize CEI-PEA Network for professional development opportunities across the curriculum.
- Provide common planning time and opportunities for grade level meetings where student data and concerns are addressed.
- Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program through the use of Skedula.

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.).

Federal, State and Local funds have been coordinated to support our students in temporary housing with school uniforms and classroom supplies and materials. In addition, these funds have been used to support our STH with supplies requires for extra-curricular activities.

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.).

NA

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.

NA

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- 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);

**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 08	Borough Bronx	School Number 332
School Name Holcombe L. Rucker School		

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

Principal Sharif Rucker	Assistant Principal Antoinette Mitchell
Coach type here	Coach type here
ESL Teacher Glenda Ruiz	Guidance Counselor Desiree Polonia
Teacher/Subject Area Wendy Nathaniel/English	Parent Lakeisha Cobbold
Teacher/Subject Area	Parent Coordinator Rasheta Martell
Related Service Provider Jose Cardoza/Special Education	Other Ryan Ensenat/AP
Network Leader(Only if working with the LAP team) Gerard Beirne	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	276	Total number of ELLs	30	ELLs as share of total student population (%)	10.87%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	14

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	0	0	3	0	0	0	0	0	5	0
Total	0	0	3	0	0	0	0	0	5	0

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	3	6	13	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	7	3	6	14	30

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	0	2	6	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)										4	2	2	4	12
Advanced (A)										0	3	0	4	7
Total	0	0	0	0	0	0	0	0	0	7	5	4	14	30

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12	0	1	0
Integrated Algebra	8	9	2	2
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	8	7	2	3
Physics	0	0	0	0
Global History and	3	8	1	3
Geography	0	0	0	0
US History and	3	2	1	0
Foreign Language	0			
Government	0			
Other	0			
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We are in the process of evaluating the options that are available to choose the best method that suites our needs. Our ELL team will be investing a great deal of time during the next months to evaluate the merits of each of the most common tools.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data is convincing in respect to the lack of mobility of a considerable percentage of our ELL population. The fact that there are ELLs who have stayed at the same proficiency level for more than three years is witness to the need that urges us to change our instructional as well as administrative practices. Many students after testing beginner level in the LAB-R have continued to score at that same level for years. Others after having scored intermediate or advanced have either evolved or fallen back to their previous proficiency level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
Our school has given great consideration to the state of our ELL instructional program and population, and we are committed to improving the program's structure. As a result of the data, this year we have started using more digital tools to track our students' performance and academics to apply the necessary corrective measures early enough to impact student performance on. At the completion of every marking period the ELLs team reviews the data related to ELLs performance and prepares it for subsequent analysis. The team takes time to predict possible scenarios and recommend the necessary corrective measures to the responsible parties (departments, administration, counseling department, etc.). In addition, we expect to experience a renewed interest for data analysis this school year.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Most of our students are still taking the content area examinations in their native tongue. However, it does not mean that they are not capable of conducting them in English. We think this only reflects a tendency to use the most comfortable medium of communication to express their knowledge. Our school is working diligently on changing this trend. We want students who have been in the country for less than 3 years to rely on this modification but we expect to train them so that they can feel comfortable while taking their state examination in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
We believe the findings of psycholinguistic studies on the positive correlation between the development of native language skills and second language acquisition to be sound. As it is stated, the better ELLs know their native language, the better they will learn/acquire the target language. Our ELL team is improving its relations with the bilingual content area teachers and native language arts educators to precipitate a change in the way native language arts are taught. We need the school to foster the use of academic Spanish and throughout the school day. Teachers are being trained on various aspects to this area. Teachers are being informed on the new approaches to teaching emergent speakers. The use of the native language in the content area is being fostered throughout the building, and in all content areas, as a means to promote ELLs' integration and contribution to the academic dialogue while their English language skills are being sharpened.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Starting this year we are putting in place a system for the rapid intervention of ELLs. Bi-weekly meetings take place with members of the curriculum team which include the licensed ESL teacher and content area teachers and they discuss best practices for teaching students with varied needs which include our ELLs and students with disabilities. In addition, there are bi-weekly grade team meetings which allow teachers time to monitor student progress and offer intervention plans for academic success. Some of these interventions include teachers serving as mentors to students, case conferencing, tutoring(at lunch time, before school and/or after-school), and after-school small group support with the licensed ESL teacher.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a student is admitted to our school as the entry point to the NYC Education System there is an established protocol to follow. Ms. Martell our bilingual parent coordinator meets with the parents and administers the home language survey in their native language. Once it is determined that the student's home language is other than English, a copy of the paper is given to Ms. Ruiz our licensed ESL teacher who then conducts an informal oral interview with the students to determine whether they should be administered the LAB-R (to determine English Language Proficiency) or Spanish LAB (for none English speakers). Afterwards, Ms. Ruiz administers the examinations and once the exams are scored and entitlement is determined by the accumulation of points and the cut-off scores provided by the office of testing and accountability (Memo #2). Being determined the level of proficiency the student is placed in the appropriate classes all of this takes place within 10 days of a student arriving to our school.
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.
After students have been tested, and within the 10 days as allotted by the NYSED stipulations, our ELL department schedules a meeting with the parents to explain the different options the city of New York has to offer through our school. Parents are then given the forms to take home and given a date for the submission of the documents. These signed forms are kept in a secure place (ELL Coordination Office) and are made available for future reference.
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 [\[see tool kit\]](#).)
Parent surveys are completed and distributed with parents by Ms. Martell our Bilingual Parent Coordinator whenever a new student enrolls into our school. Ms. Martell usually sits with the parent to assist them in completing all necessary school documents which include the parent survey. Parent surveys are stored in a students' cumulative records and a copy is given to Ms. Ruiz licensed ESL teacher if it is determine that a students' native language is not English. The ESL teacher then places a copy of the parent survey in the students' file stored in ESL office.
After the scoring of the LAB-R and finding that the student is entitled to ESL services, our ELL Department distributes the program selection forms to the parents. Two forms are sent home to parents: 1.) with the student and 2) through the mail. At this time, the parent will just need to return one signed form. We do it this way because we want to make sure the forms are delivered. The forms have a tentative date of return. By the assigned date we encourage the children to bring the forms signed by the parents. The parent coordinator also offers her support by calling parent to remind them to return the program selection forms, if needed. Once the forms are returned they are stored within the ESL Coordination Office and kept securely in a file cabinet.
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.
When ELLs have been identified they are placed in one of our 3 level classes (Beginner, Intermediate, advanced, Long-term).

Placement is based on results received from NYSESLAT reports, LAB-R, ARIS data base, and a combination of interviews and tests. These interviews allow us to place them according to their needs and real proficiency level. The procedure outlined above assures an efficient placement of ELLs from a performance based perspective.

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.

After the scoring of the LAB-R and finding that the student is entitled to ESL services, our ELL Department Proceeds to end the letters to the parents. Two letters are sent: 1) with the student and 2) through the mail. The parents just need to return one signed lettes. We do it this way because we want to make dusure of the delivery of the forms. The forms have a tentative date of return. By the assigned date we encopurage the children to bring the letters signed by the parents. Once the letters are returned they are stored within the ESL Coordination Office and kept securely in a file cabinet.

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.  Our program offering has been aligned with the services parents prefer for their children. Our data shows that our ELLs' parents opt into the stand alone ESL program. If parents and student numbers reaches the mandated minimum, we would be ready to make adjustments to our instructional program.

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])?

a. Our stand alone ESL program follows a departmentalized model of instruction to satisfy ELLs' needs. Students are grouped in ESL classes assigned by proficiency level (Big-Adv). At the same time ESL teachers provide extra support by attending specific, offering additional supports to student during zero period and after-school, at teachers' request, to work with ELLs on specific assignments and/or projects. Due to the differing linguistic proficiencies we have decided to group them according to their proficiency levels. This homogenous approach allows for targeted growth in all 4 modalities of language competence.

b. Within the zero period class and/or after-school program, ELLs are grouped together based on their need since we only have one ESL teacher.
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 six certified ESL teachers that make up our teaching staff are enough for the implementation of our academic program. As per state mandates ELLs receive the specific direct ESL instruction as well the specific native language direct instruction.

 - Beginners receive the stated 540 minutes of ESL plus 1 unit of native language a week.
 - Intermediate students receive 360 minutes of ESL plus 1 unit of native language a week.
 - Advanced students receive 180 minutes of ESL plus 1 unit of native language a 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.
 - a. For ESL students content area classes are delivered in English. However, this does not prevent us from using language strategies that can help the developing speakers to achieve their full potential. Teachers with ELLs in their classes are encouraged to use translanguaging techniques if they are capable of speaking the native language of the learner, or use other students who might help the student make sense of the content. The ESL teacher provide support of the teachers in all cases requested.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Teachers of ELLS take great pain in preparing materials for supporting the development of English language learners in their native tongues. A number of formative assignments, as well as, more important ones, and tests in the content areas are design in the particular language of most of our ELLs—sometimes the student might speak her native language but is able to read or write so there is no use in translating the assignments. Teachers inform the ESL department about the need for translation of a very important assignment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Content area teachers promote the improvement of all language skills of all learners regardless of their language background or proficiency. This approach creates a safe haven for ELLs to try their newly acquired language skills. These learners need to exercise and develop their speaking, reading, writing, and listening skills throughout the year and teachers collaborate with them to assist that development. Content area teachers make sure that all these 4 modalities are evaluated throughout the year. The create quizzes, exams, and projects that will demand the use of specific target skills without the class being aware of the fact. The educator follows the goals set by the ESL team, and presented in the ELL Snapshot report, to make sure that the students receive the appropriate exposure and valid formative evaluation of his/her progress.
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).

a. N/A

b. (Newcomers) Content area teachers modify their lessons so as to capture the attention of the newcomers. Lessons are taught in

English but teachers provide students with the timely intervention such as using the students native language (if they are speakers of it), pairing the student with a native peer, displaying content in bilingual format throughout the room. Educators also have dictionaries and glossaries in the room.

c. (4-6 years) For students who have already passed the transitional stage of our program, teachers design the interventions based on the Snapshots created by the ELL department. The specific language needs of the children are targeted and the lessons modified for the language level end needs of the students.

d. (6+) These long-term ELLs may be of two kinds: a) those born and/or raised in the US, and b) those who have not reached the proficient state of NYSESLAT. For the former group the teachers focus mostly on their reading and writing deficiencies. These students may speak and have the listening skills of native speakers but lack the academic language that is required to pass the NYSESLAT and other standardized examinations. So the strategy is more literacy driven. The teacher enforces the conventions of the English language as well as the use of academic language in the room.

e. (1-2 after testing out) Students who test out of our program remain under support for two years after the event. These students are supported in all of their classes, as needed, and their teachers are aware of their condition as former-ELL and so they provide the modifications that are available to all current ESL.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs are a focus group in our population. Their teachers are constantly made aware of the needs of this special population in the hope that all lessons will be modified with their learning difficulties in mind. Supervisors are adamant about the importance of approaching this population with greater intentionality. Teachers keep in mind the time allocations for the students in times assignments and modify their language content of their lesson, and assignments, to the linguistic and cognitive needs of their ELL-SWDs.

The material used for these students are selected from the IEP document that each of the students has. Teachers the Special Education department hands the teachers a review of the academic goals of each of their students and who better to support them. This information is used in turn by the teachers, who within their content areas make sure the special education student finds the entree points to the lesson that fit his particular learning style. The implementation of the online program Achieve-3000 provides teachers with high quality content material that can be adapted to the reading levels of the ELL-SWD (this program is used primarily with the intermediate and advanced levels of ESL).

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?

Due to the intensive nature of our new ESL program students with learning disabilities might be at risk of being left behind. To prevent this, our ELL Team is partnering with the Special Education department to set the most realistic, though rigorous, academic and language goals for the ELL-SWD. These goals will function as the framework for the assignment and expected completion of academic work within our ESL and content area classes. We do believe that students benefit from interaction peers at their grade level. That is why we promote the integration of all ELL-SWDs into the daily academic activities happening in our classrooms.

Our curriculum is adapted to the highest expectations for ELL-SWDs. Their academic annual goals are the result of an exhaustive decision process conducted in the best interests of the students' academic achievement. As a result, we are prepared to make adaptations to the academic requirement of the students with disabilities. Our curriculum guides us through the map of instructional expectations at the state and federal levels. Sometimes ELL-SWDs are not capable to function at the required level. We have found that student progress is possible and that every special education case is unique in itself.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		

Courses Taught in Languages Other than English 

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

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

Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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

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

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs are being prepared for success. ESL Teachers and administrator are spending quality time looking at the data coming from marking period passing rates, NY state content Regents, etc. We are interested in creating awareness of the specific needs of ELL. Some ethnic groups seem to be doing better than other in certain subject areas. We started working to use the strength of some of these ethnicities to help other groups use their experiences and create better academic habits. As a learning community we encourage the interaction between the heterogeneous heritages that are part of our population. We are making sure that students of Hispanic and other traditions learn to interact and work in collaboration within the school structure. This will in time allow us to make better use of the capacities and talents of each particular group to benefit the other. Our approach seeks to partner students with the better peers to precipitate a new shift in academic growth.
- The ELL's team is devoting time to meeting with the leaders of content areas to identify the ELLs in greater need of intervention. These students are supported during the school day and offered after school tutoring in the content areas with bilingual teachers or regular content teachers with translation support. This is to be done in all content areas through the year.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The program, being implemented is a new version that is substituting the previous program. We do not have the data yet because it has been so short a time since implementation began, but in terms of the adaptation of the students to it, it seems to be working and encouraging student as to improve their English skills. In the previous system students were promoted without the necessary levels of proficiency. That is why we found that students might have scored intermediate or advanced in the NYSESLAT but their communicative oral skills were very limited and sometimes even incomprehensible (due to language phonetic base differences). The following semester will be a better point of comparison for the newly established program.
11. What new programs or improvements will be considered for the upcoming school year?
- We are designing English for specific purposes model for the advanced and long-term ELLs who have not passed the NYSESLAT. These classes will focus on academic language to sharpen their linguistics and professional language skills. We plan to create elective classes designed specifically for ELLs. Computers equipped with headphones and microphones are used for the improvement of students' pronunciation (one of the greatest challenges with our population). We are equipping our ESL room with Rosetta Stone licenses, so that students may be able to meet their phonetic goals.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- During the year students are provided with opportunities for support with ESL and content area tutoring. ESL students are encourage joining different programs, sports activities, regents preparation, after-school help, PM School and clubs the school offers. They are then monitored by the ESL team to assure they are being treated fairly (no discrimination based on language proficiency) and the school resources are used to benefit ELLs as part of the larger community.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Materials are available for ELLs to reach their adequate yearly level. The ESL classroom has a variety of dictionaries, picture dictionaries, school supplies, and more. The ESL department has other resources available. Computers are available in the ESL classroom. A variety of reading materials such as books fiction and nonfiction (leveled libraries, abridged version, full versions) are part of our academic material offer.
- Students have permanent access to online software to story and practice their skills. There are licenses available for Rosetta Stone, Castle Learning, Achieve 3000, etc.).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Teacher allow for the use of the native language of the students for academic purposes. Translanguaging techniques open the space for the utilization of the greatest tool at their disposal, their language. The Spanish teacher, as well as the ESL teacher (a bilingual professional) help the language learners have a netter experienced of adaptation.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All our resources and supports are chosen from the perspective of their utility and effectiveness with teenage learners. It is also important that it represents traditional multicultural values and types so that students feel connected with it. The new ESL textbook

is a colorful text covering topics related to young learners. Music, food, likes, travel, etc. are the center of their thematic instructional approach. The literary works have also been selected from an array of themes and a variety of literary periods. There is classic as well as contemporary literature all titles that we expect will engage the learners. The materials, while seeking to make the text intelligible to the learner, provide challenges that promote critical thinking and participate in the evaluation of the claims of the authors.

The content area teachers use the same level of textbooks that are used in the regular content classes. That means ELLs do not lack the high quality materials of their education peers.

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.

The school usually host an orientation for new students and transfer students.

18. What language electives are offered to ELLs?

Spanish is the only language option offered at this time.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. Professional development is hosted by our Assistant Principal of Instruction and/or Network Support Specialist every Friday morning for the ESL department. The PD offered during this time address: differentiated instruction, rigor, looking at complex tex, looking at student work, looking at regents data, creating common core tasks and assessments, multiple entry points, designing coherent instruction, discussion and questioning. In addition, the ESL department is currently works with the members of the other content area department bi-weekly to work on curriculum. This facilitates effective communication with staff members and will eventually promote the mindset the school needs to help ELLs accomplished their goals. This year we plan to open that common planning time to have teachers work together to understand the challenges ELLs are facing and how to better support them.

2. Professional Development on engaging the Common Core Learning Standards was hosted by the Assistant Principal of Instruction. The ESL teacher has also been sent out to attend external PD hosted by our Network.

3. ESL teachers attend regular PD sessions in-house as outside of the building. The workshops selected are beneficial for their growth as language professionals. Some of them are conducted directly by the office of ELLs and others are unrelated to the city but focus on language instruction and CCLS adaptation to teaching ELLs.

4. One of the annual programs is the QTELL Institute that runs for various sessions during the year.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Since parental involvement is so critical for the development of ELLs, we have created a strategy in which their integration to the academic steps of their children is made evident. One of the most salient initiatives we have to promote parent involvement is the continuation of the “Annual ESL Gala”. This is a night when all parents of ELLs and their relatives are invited to attend a series of artistic presentations, Latin food and student performances. This activity covers all the cultural heritage of all members of our ELL community. This activity will be promoted from the start of the second semester and we expect the support and attendance of a great number of parents and ESL students. Translators are hired by the school for all major school events which include our awards ceremony, ESL Gala/cultural night, student-parent orientation, parent-teacher conferences, graduation, etc. For events that tend to be on a smaller scale like parent workshops or meeting like senior night, which are usually hosted by our bilingual parent coordinator or our bilingual school counselors, translation is usually hosted by that staff member. In addition, all correspondents sent home to parents are sent in both Spanish and English since our population is 60 percent Latino.
 2. The ELLs Team also encourages teachers, ESL and content-area, to conduct frequent calls to students' homes. We are inviting parent of ELLs to visit the school on days other than the mandated NYC Teacher-parent conferences. This will allow us a better relationship with the parents and will help them understand the value of being part of their children’s education process. Parents are also sent periodical notes about their students’ progress in their native languages. We also have the “ELLs’ Parent Visit Day”.
 3. This day ELLs’ parents visit the school for a period of 2 hours and are introduced to the of the staff members that work with their children. We are in the process of selecting that day which will be an annual event. Part of the activities of that day will be conducted by students. Students receive awards and presents for their good academic performance up to that day. We also conduct surveys to determine the social and educational needs of the parents of ELLs. Many of them, after being in the US for more than 3 years, do not possess any more than just survival English language skills. The surveys will inform us about the programs we should develop for them or the agencies to connect them to.

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.

3.

Part VI: LAP Assurances

School Name: Holcombe L. Rucker School

School DBN: 08X332

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharif Rucker	Principal		10/1/13
Antoinette Mitchell	Assistant Principal		10/1/13
Rasheta Martell	Parent Coordinator		10/1/13
Glenda Ruiz	ESL Teacher		10/1/13
	Parent		
Jose Cardoza	Teacher/Subject Area		10/1/13
	Teacher/Subject Area		
	Coach		
	Coach		
Desiree Polonia	Guidance Counselor		10/1/13
Gerard Beirne	Network Leader		10/1/13
Ryan Ensenat	Other <u>Assistant Principal</u>		10/1/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 536 **Network:** CEI-PEA

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Holcombe L. Rucker School	DBN: 08X332
Cluster Leader: 536	Network Leader: Gerard Beirne
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>42</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

Additional Supports include:

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

Addition Supports:

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

Part C: Professional Development

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

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

Begin description here:

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

Part C: Professional Development

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

These new initiatives include:

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

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

This is part of our program:

a. Monthly general PD sessions:

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

Part D: Parental Engagement Activities

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

A. Social Activities:

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

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

B. Academic Orientation.

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

The structure of the sessions will be as follows:

a. Orientation sessions (discussions)

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

b. Seminars (presentation by teachers or guest speakers)

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

c. Workshops (practical experiences)

Learning to learn

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

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

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

e. Visits to colleges and/or universities.

Part D: Parental Engagement Activities

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

Method of Notification

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

Part E: Budget

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

Allocation Amount: \$

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

