



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE JEFREY M. RAPPORT SCHOOL FOR CAREER DEVELOPMENT

DBN (i.e. 01M001): 75x754

Principal: DANIEL HOEHN

Principal Email: DHOEHN2@SCHOOLS.NYC.GOV

Superintendent: GARY HECHT

Network Leader: KETLER LOUISSAINT

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
Daniel Hoehn	*Principal or Designee	
Freddie Cole	*UFT Chapter Leader or Designee	
Margaret Jenkins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Chelsea Martinez Vacancy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Doris Snell	Member/	
Amber Santoyo	Member/	
Shakeira Hutchinson	Member/	
Yaffa Dayan	Member/	
Ada Martinez	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To increase student outcomes by improving teacher effectiveness via involving teachers in the process of designing and aligning lessons, units of study, and performance-based assessments with the Instructional Shifts in order to meet the demands of the Common Core Learning Standards (CCLS). This goal will result in increased student mastery of the CCLS and greater achievement in college and career readiness.

Measurable Objective: By June 2014, 80% of teachers will shift their teaching practice to create more rigorous and accessible learning environments for our students within all of our 8:1:1 and 12:1:1 programs as measured by administrators under the Advance teacher evaluation system.

Comprehensive Needs Assessment

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

Comprehensive needs assessment

- A review of data indicates a need for greater preparation in college and career readiness. In the 2013-2014 academic calendar year, literacy in ELA, History, and Technical Sciences will require three core shifts: (1) Building knowledge through content-rich nonfiction and informational texts, (2) Reading and writing grounded in evidence from text, and (3) Regular practice with complex text and its academic vocabulary. Mathematics instruction will require three core shifts: (1) Focus strongly where the Standards focus, (2) Coherence across grades and links to major topics within grades, and (3) Rigor in major topics to pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.
- Under the Talent Management Pilot in the 2011-2013 school years, quantitative data was collected and analyzed from informal teacher observation reports using the Danielson Framework for Teaching Rubric. This data shows that while lesson plans were properly aligned to grade-level CCLS, the instructional practices did not shift to consistently cultivate a climate of rigor in order to achieve the Common Core.
- Qualitative data derived from a review of school curricula. As a result of a 2012-2013 school wide focus on text-dependent responses, there was a substantial increase in students grounding evidence from text. This was apparent in high-achieving student performance on Final Performance Tasks. After further analysis, we used the Tri-State Rubric to review our curricula; however, we found only partial evidence in approximately half of the units of study and lesson plans to support other critical demands of the Common Core, such as text complexity, academic vocabulary, rigor in conceptual understanding, and ability to defend the scientific/ mathematical reasoning of others.
- Trends found in these two data sources indicate the need of additional areas of growth within our professional development initiatives with the Common Core Learning Standards. To achieve this goal and increase the trajectory of college and career readiness for all our students, teachers will begin the work of examining the Instructional Shifts in depth for the 2013-2014 school year.

Instructional Strategies/Activities

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

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

To increase the level of rigor as we continue our transition towards the CCLS, we recognize the importance of four distinct phases to achieve our 2013-2014 goal: “awareness, application and experimentation, ownership, and advocacy and innovation.”

Phase One: Awareness → “Individuals know the shifts and understand the impact the CCLS have on their work” Beginning September, 2013.

- Administrators assigned as department leads will provide content area teachers with individual support in planning rigorous, developmentally-appropriate standards based lessons and activities in order to facilitate rich and rigorous opportunities to learn
- Provide 2-3 periods of structured professional learning per week for teachers (based on teacher self-assessment and request) to engage meaningfully in the work of

improving teacher practice through training, support, and reflection

- A menu of professional development opportunities in Literacy includes, but is not limited to, the following areas: how to create a progression of learning where concepts and skills advance and deepen over time, include balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate, focus on challenging close reads of text(s) and engage students in a productive struggle through discussion questions and other supports that build toward independence, and develop questions and tasks that attend to academic language (i.e. vocabulary and syntax) in the text. Other opportunities are responded to via individual teacher request.
- A menu of professional development opportunities in Mathematics includes, but is not limited to, the following areas: how to intentionally target the aspect of procedural skill and fluency called for by the standard(s) being addressed, use variation in solution methods to strengthen other students' understanding of the content, pose high-order questions to prompt students to think critically about a problem, justify their solutions, and connect students' informal language to precise mathematical language in context.

Phase Two: *Application and Experimentation* → “Individuals are attempting to try out Common Core strategies and/or resources” Beginning late October, 2013.

- Provide ongoing support in shifting instructional practices and assessment design for teachers to feel comfortable taking risks with instructional alternatives
- The Instructional Cabinet will conduct regular classroom walkthroughs through the Teacher Effectiveness Program to ensure lessons are aligned to the shifts of the CCLS. They will identify key changes that need to be made to instructional planning and pedagogy. Professional development opportunities to occur 3x per month will be adjusted as a result of trends viewed in the data
- Throughout the year in both small group settings and one-to-one mentor sessions, utilize the expertise of the Technology Coordinator to support teachers in using a wide variety of technologies, such as SmartBoards, iPads, and laptops to effectively apply the CCLS Instructional Shifts in a 21st century learning environment.

Phase Three: *Ownership* → “Individuals are able to judge available resources and apply their understanding to making their own decisions about integrating the standards into their practice” Beginning November, 2013.

- Throughout the year in both small group settings and one-to-one mentor sessions, utilize the expertise of the Library Media Specialist to coach faculty on Text Complexity, including how to analyze a Lexile Score and review a grade-appropriate text for its meaning, structure, language, and knowledge demands as appropriate to the task and student audience.
- In small groups of 4-5 members, teachers will engage in Looking at Student Work sessions in their Professional Learning Communities to find evidence of the instructional shifts and make recommendations to colleagues on how to improve instructional practices to best support the work of the Common Core.

Phase Four: *Advocacy and Innovation* → “Individuals are able to support the development of their colleagues and/or they go beyond judging resources to actually creating tools and resources” Beginning November, 2013.

- Provide professional development in aligning the Instructional Shifts to curriculum development and creation of developmentally-appropriate resources
- Throughout the year in both small group settings and one-to-one mentor sessions, utilize the expertise of the Data Specialist to coach faculty on Assessment in Instruction and how to develop and analyze formative and summative assessments to meet the demands of the CCLS Instructional Shifts
- Encourage peer-to-peer coaching opportunities using a CCLS Instructional Shift “look for” evidence guide for inter-visitations between colleagues' classrooms

Source: www.achievethecore.org

1.

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

1. Administrative Department Leads
2. Technology Coordinator
3. Data Specialist
4. Library Media Specialist
5. Instructional Coach
6. Professional Development Resources (Ex: Creating a Progression of Learning, Academic Vocabulary, Instructional Alternatives, etc.)

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

1. Lesson Plan Review
2. Weekly Department Meeting Observation
3. Frequent Classroom Observations.
4. "Looking at Student Work" inquiry sessions.
5. CCLS Instructional Shift "Look For" checklist.

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

1. Phase 1-September 2013-June 2014
2. Phase 2-October 2013-June 2014
3. Phase 3-November 2013-June 2014
4. Phase 4-November 2013-June 2014

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

1. Regularly scheduled Department meetings
2. Scheduled classroom observations as part of the Advance evaluation system
3. Weekly Mentoring sessions
4. Professional Development opportunities offered, at a minimum, three times per month
5. Per Session Funding

Strategies to Increase Parental Involvement

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

- Provide the opportunity for parents to read family-friendly literature on the Instructional Shifts and local/ state changes in their child's education
- Provide written and verbal progress reports that are periodically given to keep parents informed of their child's progress
- Distribute literature that provides assistance to parents in understanding upcoming changes to the Regents exams, NYSAA, and NYSESLAT
- Collaborate with Parent Coordinator to schedule 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
- Collaborate with Parent Coordinator and team of teachers to build parents' capacity to help their children at home
- Invite parents to visit and participate in Celebrations of Learning as their child presents their Final Performance Task per content area each semester

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

To improve students' comprehension skills by strengthening their ability to infer a given text or word problem in ELA, History, Science, and Mathematics

Measurable Objective: By June 2014, ninth grade students (who are preparing to take the Common-Core aligned Regents in 2016) will demonstrate a 10% growth in analyzing a text with emphasis on making logical inferences where the data sets or author leaves matters uncertain (RI.9-10.1, RH.9-10.1, RST.9-10.1, and MP2); this goal will be measured by school-generated assessments with questions taken from previous city and state examinations. In order for students to meet this level of proficiency, reading comprehension strategies will be implemented in all curricular areas provided to teachers through professional development in how to help students acquire inferential thinking skills and teacher-led grade-level team support.

Comprehensive Needs Assessment

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

A school-wide review of Scantron Performance Series (MOSL) data indicates low performance in reading comprehension questions that require students to infer the meaning of a text and draw conclusions. The meta-analytic research of Robert Marzano (2007) shows that inferences is a foundational skill to thinking critically; inferential reasoning is ideal for addressing the Common Core State Standards that require students to gather and use evidence. Using inference strategies in the classroom will help students develop “habits of mind: thinking flexibly; thinking about thinking (metacognition); applying past knowledge to new situations; and thinking and communicating with clarity and precision.” In order to meet the demands of the changes in the high school state examinations, 754X is committed to helping students make logical connections between bits of information, formulate strong hypotheses, and explain their mathematical reasoning thoughtfully.

Instructional Strategies/Activities

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

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

1. Each grade level has a set of core instructional materials for how to teach inferences in a uniform manner (created and vetted by the Assessment Team) that are aligned with the following standards: RI.9-10.1, RH.9-10.1, RST.9-10.1, and MP1
2. There is a systematic approach to analyzing data on an ongoing basis—at the Assessment Team level, grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students and identify gaps in learning
 - Assessment Team meets formally once a week to analyze school-level trends and its members provide ongoing professional development to the at-large school community
 - Grade level teachers (e.g.: ninth grade ELA, math, history, and science teachers) meet formally once a week and engage in analyzing grade-level data to identify strengths, weaknesses, and opportunities for improvement
3. The Instructional Leadership Team (two teachers and one assistant principal) meet on a bi-weekly basis to monitor and adjust the teaching and learning of the Assessment Team, grade level teams, and priority classroom teachers and students.
4. Students persist through tasks despite setbacks, and teachers provide opportunities for students to set long and short term goals, appropriate to functioning level and grade
5. School staff provides opportunities for parents and community members to engage in authentic and engaging activities in the school community-like student performances, exhibitions, etc.

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

1. Instructional Leadership Team
2. Measures of Student Learning Committee
3. Assessment Team
4. Grade level Teams

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

1. Regularly scheduled Instructional Leadership Team meetings
2. Regularly scheduled Instructional Leadership Team meetings.
3. Regularly scheduled Assessment Team meetings.
4. Grade level meetings.

5. Literacy Fair

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

1. September 2013 – The Measures of Student Learning (MOSL) committee will meet to review the city and state options and propose an assessment that best fits the needs of the school community. The Instructional Leadership team is formed (comprising of two teachers and one AP) to meet regularly on Mondays and Fridays to reflect on school-wide data management effectiveness.
2. October 2013 – Students will participate in the administration of the MOSL baseline assessments (Scantron) by October 31st. A per session opportunity for Assessment Team (AT) will be posted for educators to meet once a week and analyze school trends. The team will comprise of 8-10 teachers representing the larger school community. The full list of AT members responsibilities include but are not limited to the following: analyze assessments, design assessments, facilitate professional development, act as cluster liaison, and write action plans for students identified as the lowest third in the pilot group.
3. November 2013 – The AT will meet to analyze the results of the data sets and select a school-wide focus for inquiry. The AT in consultation with the Instructional Cabinet will create a SMART goal together with a Theory of Action for how to accomplish the school goal. The Grade Level Team will review data and identify the lowest third in the grade as priority students. After a review of teachers' individual goals created at the time of the IPC, the administrators will identify the teachers who are in greatest need of receiving literacy strategy support. These priority teachers will receive one-to-one ongoing support from the Instructional Coach. The Instructional Leadership Team will attend regular District 75 CFI meetings and bring back information to AT.
4. December 2013 – Each assessment team member will serve as a liaison and represent the AT in their grade level team (e.g. ninth grade ELA, math, history, and science teachers). The grade level team will look at student work, discuss weaknesses and strengths of students as it relates to the school wide goal, and the AT liaison will support the work by troubleshooting and bringing back valuable information to the AT.
 - At will split into two inquiry groups for one month: Group A will inquire about research-based best practices for how to teach inferences and Group B will inquire about research-based best practices for materials/resources that allow students to use a non-linguistic representation as an aid in making inferences. Both inquiry teams will use the following team-based inquiry methodology: (1) identify Inquiry questions, (2) investigate by collecting data to answer choices, (3) reflect on investigations by discussing and analyzing data and proposed solutions across inquiry groups, and (4) improve solutions by making changes based on new findings for field testing in pilot group.
 - Schoolnet will be utilized by the AT as a resource to design and analyze interim checkpoints, and students will take their first monthly school-based assessment with questions derived from previous city and state examinations.
5. January 2014 -- The AT plans and facilitates staff professional development to colleagues. They will introduce the uniform steps to teach the skill inferences and best practices for how to use digital tools and non-linguistic representations in the classroom as comprehension aids.
 - Grade Level teams continue to review student work as a data set, specifically looking at the identified lowest third's ability to make inferences in content areas. The teachers begin to design action plans for individual students with long and short-term goals (where students are a part of the decision making process).
 - The AT will use Schoolnet as a resource to design and analyze results, and students will take monthly school-based assessment to determine growth in the skill inferences.
6. February 2014 -- Families are invited to Literacy Fair Day on a given Saturday (tentatively scheduled in late January/early February). This is where parents will have the opportunity to view student Final Performance Tasks that require the skill of inferring in order to solve a real-world problem.
 - The AT will continue to use Schoolnet as a resource to design and analyze results, and students will take monthly school-based assessment to determine growth in the skill inferences.
7. March 2014 to May 2014 – Instructional Leadership Team will continue to meet regularly to assess the effectiveness of the school goal and various system level supports. Adjustments will be made accordingly to needs of priority teachers and students.
 - The AT will continue to provide training to teachers and tweak strategies introduced to staff based off known student misconceptions.
 - The AT will continue to use Schoolnet as a resource for design and analyze results, and students will take monthly school-based assessment to determine growth in the skill of inferences.
 - The Grade Level team will continue to meet weekly and make adjustments to instruction based off needs in priority students group.
 - Teachers review the action plans with prioritized students on a monthly basis.

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

1. Regularly scheduled Instructional Leadership Team meetings
2. Regularly scheduled Assessment Team meetings
3. Regularly scheduled Inquiry groups
4. SchoolNet
5. Teacher-led Professional Development

Strategies to Increase Parental Involvement

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

- Invite parents to visit and participate in Celebrations of Learning as their child presents their Final Performance Task per content area each semester
- Review student action plan that was co-collaborated by student and teacher(s) with the parent on a regular basis

Budget and Resource Alignment

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

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

Per Session funding

Utilization of Language Live Program

Goal and Action Plan #3

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

Annual Goal #3

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

To increase student attendance by improving the systems and structures that promote student engagement and attendance.

Measurable objective: By June 2014, student cumulative attendance for those students continuously enrolled since October 2013, will increase by 2%.

Comprehensive Needs Assessment

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

After a review of data streams (current attendance, previous year's attendance) it is readily apparent that the school is significantly below the Chancellor's Expectations for attendance. As is universally recognized, consistent student attendance is a reliable indicator of student achievement.

A review of other data such as credit accumulation, the Scholarship Report, and standardized test scores, indicate that our students are not adequately prepared for College and Career. Our Theory of Action is that if attendance improves, then we will see an increase in the achievement on the previously mentioned indicators.

Additional data streams On-line Occurrence Reporting System/SchoolWide Information System (OORS/SWIS) also reveal a need to increase the culture of the building to keep students on-task, engaged and focused on academics. In keeping with the Theory of Action, if we see an increase in student attendance, we will have succeeded in decreasing reportable incidents and behavior infractions.

Instructional Strategies/Activities

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

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

2. Formation of the School Attendance Team. Members include Administrators, Counselors, Teachers, and Students.
3. Formation of the Positive Behavior and Intervention Supports Team(PBIS).
4. Attendance analysis during Attendance Team meetings will occur. Both school-wide and individual official class attendance will be scrutinized.
5. The school will enlist in Global Connect, an automated telephone notification system.
6. Paraprofessionals will maintain and update Period Attendance folders.
7. The school will utilize the CASS system to record individual daily attendance.
8. Counselors will conduct Formal Attendance Conferences.
9. The PBIS Team will work in collaboration with the Attendance Team to offer incentives for improved student attendance.
10. Invitation for parents, students, and teachers to participate in Saturday Attendance Focus Groups.

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

1. Administrative Team
2. Attendance Teacher
3. Attendance Team
4. PBIS Team

5. Students
 6. Counselors
- 12. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Monthly analysis of attendance data
 2. Monthly analysis of OORS/SWIS data
 3. Number of participants in the Attendance Luncheon
 4. Number of students receiving attendance letters
- 13. Timeline for implementation and completion including start and end dates**
1. September 2013-Attendance Team and PBIS Team created. Each student provided with an identification card to swipe through the CASS machine upon entry into the building. Paraprofessionals supplied with Period Attendance folders.
 2. October 2013-June 2014-Weekly Attendance Team meetings conducted. Contract with Global Connect renewed. OORS/SWIS data examined. PBIS Assembly.
 3. November 2013-June 2014-Formal Attendance Conferences conducted. A progression of PBIS incentives delivered (telephone calls home, official letter to parents, attendance luncheon, attendance trips). Attendance Luncheon 1 conducted. Scholarship Report analysis conducted. OORS/SWIS data examined. PBIS Assembly.
 4. December 2013-Saturday Attendance Focus Group.OORS/SWIS data examined. PBIS Assembly.
 5. January 2014-Attendance Luncheon 2 conducted. OORS/SWIS data examined. PBIS Assembly.
 6. February 2014-Saturday Attendance Focus Group. Scholarship Report analysis conducted. Standardized Test scores analyzed. OORS/SWIS data examined. PBIS Assembly.
 7. March 2014-Saturday Attendance Focus Group. OORS/SWIS data examined. PBIS Assembly.
 8. April 2014-Attendance Luncheon 3 conducted. Scholarship Report analyzed. OORS/SWIS data examined. PBIS Assembly.
 9. May 2014-OORS/SWIS data examined. PBIS Assembly.
 10. June 2014-Attendance Luncheon 4 conducted. OORS/SWIS data examined. PBIS Assembly.
 11. July 2014-Scholarship and Standardized Test scores analyzed.
- 14. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Regularly scheduled Attendance Team meetings.
 2. Regularly scheduled PBIS Team meetings.
 3. Regularly scheduled PBIS school-wide assemblies.

Strategies to Increase Parental Involvement

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

- Parent telephone calls home.
- Official Parent Attendance Letters.
- Parent invitations to PBIS Assemblies.

Budget and Resource Alignment

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

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

AIDP Funds

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 2.
- 3. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 2.
- 3. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson Reading GED classes Pre-GED classes Step Ahead	Small Group One to One	During the school day
Mathematics	Regents/RCT Prep Visual Strategies Laptop Carts SmartBoards Step Ahead	Small Group	During the school day and after-school
Science	Regents/RCT Prep Laptop Carts SmartBoards	Small group	During the school day and after-school
Social Studies	Regents/RCT Prep Laptop Carts	Small group	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS Counseling/Guidance AIDP CHAMPS	Small group One to One	During the school day and after-school

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.		
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.

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 75	Borough Bronx	School Number 754
School Name Jeffrey M. Rapport School for Career Dev		

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 Daniel Hoehn	Assistant Principal Jeneca Parker
Coach Lauren Kleinschmidt	Coach type here
ESL Teacher Allison Nunez	Guidance Counselor type here
Teacher/Subject Area Jovayra Cabrera/Bilingual SPED	Parent Margaret Jenkins
Teacher/Subject Area type here	Parent Coordinator Ariela Rosario
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	598	Total number of ELLs	215	ELLs as share of total student population (%)	35.95%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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														
Pull-out														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	215	Newcomers (ELLs receiving service 0-3 years)	52	ELL Students with Disabilities	215
SIFE	22	ELLs receiving service 4-6 years	40	Long-Term (completed 6+ years)	123

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	11	5	11	4	2	4	11	0	11	26
Dual Language										0
ESL	41	7	41	36	2	36	112	6	112	189
Total	52	12	52	40	4	40	123	6	123	215

Number of ELLs who have an alternate placement paraprofessional: 14

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
Spanish										8	7	10	6	31
SELECT ONE														0
SELECT ONE														0
TOTAL	0	8	7	10	6	31								

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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										41	39	30	66	176
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian													1	1
Other										3			4	7
TOTAL	0	0	0	0	0	0	0	0	0	44	39	30	71	184

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)										28	27	29	58	142

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)										16	19	5	18	58
Advanced (A)										8	2	2	3	15
Total	0	0	0	0	0	0	0	0	0	52	48	36	79	215

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)				6	6

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)					2		4		6

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)					1		5		6

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA	25		25	
NYSAA Mathematics	25		25	
NYSAA Social Studies	25		25	
NYSAA Science	25		25	

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.

The school uses SCANTRON Performance Series to assess students' early literacy skills. SCANTRON Performance Series are computer based assessments that utilizes lexile to analyze the students levels in Language Arts, Reading and Mathematics. SCANTRON Performance Series will automatically adjust the students performance level as they navigate through the various assessments that provide detailed evaluation of student literacy skills embedded through content areas. Assessment data and results show severe deficiencies in literacy skills across content areas for our ELL students. SCANTRON Performance Series data accounts for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Approximately 66% of our students who took the NYSESLAT, across grade levels, scored at the Beginners level, 27% scoring in the Intermediate level and 7% scored at the Advance level. Across all grades and language proficiency levels, it has been noticed that our ELLs are making progress from Beginner levels to Intermediate levels.

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](#))

At this time statistical data (RNMR) was unavailable, our analysis is based on last year's data. The assessment data showed there is need to increase support in all literacy areas --Reading and Writing and in Listening and Speaking in English for ELL students. In general, students achieved at higher English Proficiency levels in the speaking and listening modality of the exam. Students scored lower in the reading modality as well as the writing modality throughout all grades.

Our work amongst teachers of ELLs encompasses a focus on assessment-driven/data-informed instruction. We look closely at information about AMAOs in order to guide our instruction for the upcoming year, and analyze the results in terms of annual increases in the number of students making progress within the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction.

The pedagogical practice that will be implemented is continued mandated support for ELL students with additional Academic Intervention Services (AIS) using researched-based programs and methodologies. The school will also request extension of services for students in need, coupled with the Title III supplemental instructional program which will support academic remediation for students after school hours. The levels of English proficiency are considered when preparing lesson plans in order to implement scaffolding strategies and activities to help build on literacy and academic concepts. Teachers provide scaffolding support that is responsive to the students' needs in developing academic language.

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?

In analyzing the NYSESLAT results, student performance varies in each modality and in each grade. However, it clearly highlights the need to develop the reading and writing modality in general while identifying listening and speaking as its area of strength. It is through strategic professional development that this valuable data will be shared with content teachers of ELLs and ELL staff within the school community. This is done through department and grade level meetings. The principal has arranged for professional development and instruction that responds to findings from our ongoing assessments. Periodic assessments for ELLs are analyzed by teachers in our weekly grade meetings and weekly Inquiry Team meetings. Additionally, our teachers participate in staff development throughout the school year. PDs focus on analyzing assessment data, and using this data to inform instruction. For example, we have found from periodic assessments that our students are strong in phonemic awareness, and struggling in reading comprehension. The school leadership collaborates with ELL staff to support teachers in planning strategies that address comprehension. This includes storytelling model lessons, as well as read alouds and accountable talk. This also links to our school goal and Inquiry focus on questioning. Our periodic

assessments are reflecting similar results as our formal assessments (e.g. NYSESLAT and LAB-R). We see that students develop first in their native language skills, and then transfer these skills to English language proficiency. For all ELLs, students first build a base in oral language proficiency, and then are able to develop literacy skills.

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?
Students have the opportunity to case conference during weekly meetings with ESL teachers and related service providers. These meetings are designed to support teachers in collaboratively determining appropriate strategies to meet students' individual needs. ESL teachers implement SIOP strategies, which allow students to access rigorous academic content knowledge, through supportive language scaffolds. Collaborative planning time and professional development is provided school-wide by ELL pedagogues to address the increasing need for best practices and ESL methodologies across the content areas.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program is evaluated using a variety of data which includes NYSESLAT, state exams, Periodic Assessments, and a wide variety of informal assessments. We use an ELL Inquiry team to study longitudinal progress of every ELL. This data compares not only the NYSESLAT and ELA scores but the percent gains in each of the aforementioned assessments. We closely monitor assessment data to determine the academic success of our instructional approach to our ELL programs. Assessment data is reviewed officially by school leadership on a quarterly basis through paper and online reporting. We also consider the engagement of our ELL families as a factor in the success of our ELL programs. It is essential to involve our parents in order to promote students' success. Our ELL parents are engaged in parent classes. The progress that these parents make, in their language development and in their ability to engage in their students' school work, is an element of our ELL program success. Additionally, our staff members' professional progress is a measure of the success of our ELL programs.

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](#).)
CSE provides ELL recommendation services for students in District 75. Home Language Identification Surveys (HLIS) are provided at CSE for all students who are new to the New York City DOE system. If there is no record at the CSE level, the school provides the HLIS to parents during registration along with an informal oral interview, conducted in English and in the native language when necessary, by anyone of our ESL and/or bilingual pedagogues. Our bilingual pedagogues are fluent in Spanish and English. If the home language is other than English or the student's native language is other than English, LAB-R (if necessary) is administered by our certified Bilingual teachers and/or by our certified ESL teachers to determine service placements for students. Spanish LAB (if necessary) is administered to Spanish speaking ELLs to determine language of dominance. Placement of ELL students is based on the results from the LAB-R, Spanish LAB, conversations with parents regarding the programs the school has

to offer, and students' IEP recommendations. This is done within first 10 school days when a student enters the NYCDOE system.

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 the screening (e.g. HLIS) and assessment (e.g. LAB-R) of all students with a home language other than English, as appropriate, official letters are sent home to families, in order to inform them of entitlement or non-entitlement to ELL services. (Nonentitlement/transition letters are also sent to families of students who have previously tested proficient on the NYSESLAT, as well as continued entitlement letters sent to students who have not yet tested proficient on the previous spring's NYSESLAT.) Parents of new ELLs, as per LAB-R assessment, are invited to a parent orientation session within 10 days of students' registration, through letters sent home as well as follow-up phone calls. Sessions are held at a range of times, in order to accommodate parents' schedules. Letters are translated. During the orientation session, the ELL pedagogue and Parent Coordinator explain the ELL identification process to parents. Parents are shown the NYCDOE video, in their home language (when available), and then provided the opportunity to ask follow-up questions. The NYCDOE ELL Parent Guide is also provided to parents at the orientation, in their home language (when available). Make-up sessions are scheduled for parents who were unable to attend initial sessions. School staff (including ELL pedagogue, Parent Coordinator, and Guidance Counselor) reaches out to these parents via letters home, phone calls, and in-person appointments. Additional orientation sessions are also offered throughout the year for parents of new registrants (within 10 days of registration) on an as-needed basis.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The parent coordinator ensures that entitlement letters and Parent Surveys and Program selection forms are completed during registration and are stored in students cumulative data files.
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.
ELL students are identified based on results from LAB-R assessment, following the completion and review of the HLIS, as described in detail in above responses. As stated above, parents are invited to an orientation session via the Entitlement Letter (in English and home language), as well as individualized phone calls placed by the Parent Coordinator, whom is fluent in Spanish. Follow up calls are made until all parents are reached. ELL parent orientation sessions are scheduled at parents' convenience, and led by the ELL pedagogues and Parent Coordinator. During these sessions, parents view an official NYCDOE video on program selection, in their home language, as well as have the opportunity to ask questions/receive information. Parents also receive the NYCDOE ELL Parent Guide in their native language. Parents complete Program Selection forms at the end of the ELL parent orientation. The ELL pedagogues and Parent Coordinator assist parents, when necessary, in their native language. Students are placed in programs according to parent choice.
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.
In the spring, the Testing Coordinator will work in collaboration with the ELL Liaison, bilingual teachers and ESL teachers to organize the school-wide administration of the NYSESLAT. Initially, the ELL Liaison will consult the RLER and RLAT to determine NYSESLAT eligibility, and cross-references these reports with class rosters. The Testing Coordinator will then consult with ESL and bilingual teachers, in order to review students' IEPs for any testing modifications. The Testing Coordinator and ELL teachers will use this information to create testing groups, and ensure that students receive all appropriate modifications. Each testing group will be assigned two monitors, one of whom is a bilingual or ESL certified teacher. All teachers of ELLs will be trained in NYSESLAT administration during professional development sessions. This training includes review of appropriate testing procedures.
Test materials will be distributed and collected daily, and maintained in secure location (locked in the Testing Coordinator's office).
Teachers of ELLs will collaborate to bubble and review students' answer documents, ensuring that documents are completed properly, and that all materials are packaged properly.

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. 
- Approximately 86% of parents ELL students at 754x have tended to select our TBE programs according to Parent Surveys and Program Selection forms for the past few years. The programs offered at 754x are in direct alignment with requests rendered by parents of ELL students.

Part V: ELL Programming

A. Programming and Scheduling Information

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

The organizational model for instructional delivery at P754x is Transitional Bilingual Education (TBE) and Freestanding ESL. P754x's TBE program has three departmentalized Spanish bilingual 12:1:1 classes. Students are heterogeneously grouped based on their proficiency levels in alternate assessment programs (which are all ungraded). Our Freestanding ESL follows the pull-out model focusing on heterogeneous grouping according to proficiency levels and IEP ratio; both for alternate assessment and standardized programs.

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)?

Students assigned to our TBE program are serviced by bilingual teachers and ESL teachers, students in this program receive the number of units of ESL and NLA instruction as delineated by CR Part 154. ESL instruction for all Beginning ELLs is 540 minutes per week ; 360 minutes per week for our Intermediate ELLs and 180 minutes per week for our Advanced level students along with 180 minutes of ELA instruction. ESL minutes are delivered by ESL pedagogue. Additionally, TBE students receive 90 minutes of Native Language Arts (NLA) per week by certified bilingual pedagogue.

Students in the freestanding ESL program receive all instruction in English with the use of specific ESL methodologies and native language support (e.g., native language dictionaries, glossaries, translations when necessary, native language literature, etc.) The ESL teachers provides the mandated minutes for ESL services as determined by students' levels of language acquisition, as per requirements delineated in CR Part 154. These mandated periods are reflected in the schedules of each of the ESL teachers.

Our ESL teachers also provide pull-out services to students at our off-sites and at our main-site. Students in our ESL program with IEP mandates for ESL only receive ESL services from our certified ESL teacher. Students' with IEP recommendations for a TBE program that benefit from the ESL program are provided with Alternate Placement Paraprofessionals who speak students' native language and English. Students in our ESL program according to the CR part 154 are entitled to the following: for students at the Beginning level, 540 minutes per week for ESL instruction, students at the Intermediate level receive 360 minutes of ESL instruction per week and for students at the Advanced level, 180 minutes of ESL instruction and 180 minutes of ELA per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

To ensure that students meet the demands of the Common Core Learning Standards and pass the required state and local assessments, ESL instruction is delivered via content specific curricula. In English Language Arts and Content Areas, instruction for ELLs emphasizes on language acquisition through planned linguistic objectives and integrates principles of universal design for learning (UDL). We use ongoing assessment to modify language allocation in instruction throughout the year, so as to most appropriately scaffold students developing language proficiency as students progress in response to instruction. This strategy incorporates the principle of Academic Rigor, as teachers scaffold students to perform at the height of the Zone of Proximal Development.

Teachers, equipped with a current and comprehensive view of their students' levels of language proficiency within each modality, are best able to plan for instruction that both supports and challenges their students, with the most appropriate allocation of native and target languages, to meet the demands of the CCLS. We then focus on integrating these cognitive approaches throughout the subject areas. This extends language learning, as well as promotes content comprehension. Instruction is provided in a classroom environment that supports academic language development. Characteristics of this type of encouraging environment include comprehensible input, low affective filter, and error acceptance. In addition, students practice language while processing complex

and abstract ideas. This scaffolded curriculum is driven by standards-based instruction in order to promote high student achievement. ESL teachers collaborate with classroom teachers to ensure coherence of content instruction. Instructional plans are shared so that ESL teachers and classroom teachers are planning for students to achieve the same lesson objective, with scaffolded approaches tailored to individual students' needs. We utilize multiple ELL-appropriate resources to support our children in content-area learning.

Instruction is supported with multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. To comply with New York City's Literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities. All instructional materials, service supports and resources, and adapted teacher-made materials are age and grade appropriate.

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

All content area subjects in our TBE programs are delivered in English with the exception of NLA, which is delivered in Spanish. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by bilingual teachers utilizing native language literacy materials. The use of bilingual software and multimedia enhances and supports the development and assessment of native language skills. Native language supports are used to evaluate the content understanding of students who are not yet able to express their knowledge in English. Bilingual teachers assess students' reading proficiency using native language books. Content area knowledge is evaluated using translated content specific assessments for new ELL students. Ultimately, language of evaluation is determined based on ELLs' dominant academic language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The SCANTRON Performance Series is given twice a year and the NYSESLAT is given every spring, to ensure that ELLs are appropriately evaluated in all four modalities throughout the year.

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).

SIFE students are well supported through individualized and differentiated instruction from all content area teachers and receive small group instruction during AIS periods concentrating on areas of concern. SIFE students are encouraged to attend after school programming at the school as well.

Newcomers to the ELL program (1 to 3 years of service) receive mandated bilingual and ESL instruction and additional support to build communication skills in English and in the student's native language through AIS, bilingual paraprofessional and Title III. For ELL students who are in years 3 through 6 of service, we provide continued development and support for continued acquisition of skills through a balanced literacy approach, enhanced communication in both Spanish and English, provisions of bilingual and ESL instruction at the worksites, and follow-up activities both in the community and at home.

Our long-term ELLs (in excess of six years) receive services based on their IEP mandates, and in accordance with their proficiency levels as indicated on the NYSESLAT. Some of our long-term ELL students also attend our Transitional Sites where they gain additional training and job placement from AHRC.

When students score proficient on the NYSESLAT, they are provided with support for two years. Students continue to benefit from the schools after school programs. Differentiated strategies and extended time are utilized to support language needs.

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 subgroups also benefit from Wilson Reading and Achieve 3000 during the school day and also participate in all after school programs such as CHAMPS, Title III After-School Program, and other sports programs. Wilson reading provides decoding, encoding, and sight word fluency, vocabulary, oral expressive language development, comprehension. Achieve 3000 provides reading comprehension, writing skills, and vocabulary through whole language instruction based on each student's Lexile level. The use of software and multimedia such as Rosetta Stone enhances and supports the development of English Literacy. Focus on language acquisition is extended throughout the curriculum and subject areas through embedded informational text reading strategies, multisensory approaches, cooperative learning, the infusion of the arts, and the use of technology. Language instruction within content area subjects is crucial for ELLs to succeed in achieving Cognitive Academic Language Proficiency (CALP), in targeted language.

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?

All students who attend 754X are identified as having special needs. All students including ELL subgroups (SIFE, newcomers, ELLs receiving service 4 to 6 years and Long-Term ELLs) have opportunities to participate equally in instructional programs with AIS supports and our shop classes. Our school features the following shop classes: Dance, Plastics, Woodworking, Auto Mechanics, Recycle-a-Bike, Cooking and Catering. Our students also participate in other work related programs such as, part-time and full-time community-based work and school-based internships when they turn 17 ½.

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			
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

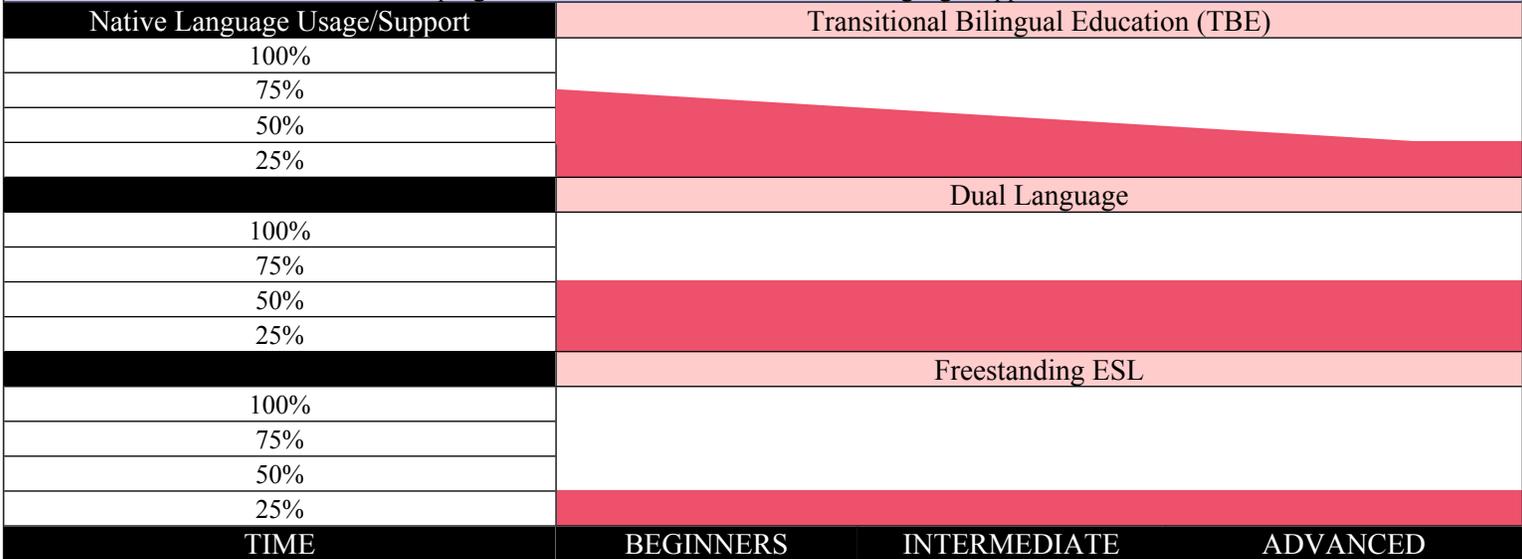
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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.

All of our ELLs receive Academic Intervention Services (AIS) according to their assessed needs.

In Science, our Science teacher collaborates with the ESL teacher to work with students in small groups, twice weekly, to provide native language support in the content concepts and vocabulary, as well as targeted exam preparation for students who will take the NYS Science exam. In Social Studies, cluster teachers collaborate with the ESL teacher to support students in using language-appropriate strategies to scaffold content learning for students. In Math, based on baseline and unit assessments in mathematics, students are assigned to small group intervention with one of our mathematics AIS providers.

As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills. Targeted students work with guided reading specialists one-on-one or in small intervention groups; language of instruction is according to student need (English or Spanish, based on dominant language in literacy).

Additionally, students will receive support through our Title III program, which will focus on building comprehension through targeting academic vocabulary.

Instruction is provided by certified Special Education teachers with bilingual extension and by certified ESL teachers. ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, Whole Language, and multi-sensory materials. Students designated as having an alternate placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. The use of technology (i.e. Rosetta Stone) is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

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

ESL and NLA instruction include individualized reading, modeling [teacher read aloud], response to literature and strategic mini-lessons on grammar, usage, vocabulary and critical thinking exercises. There is no question that the combination of methodology, content and structure has had a positive impact on student performance. In order to assure academic rigor and excellence within our programs, connection to content area instruction is crucial. Additionally, peer tutoring occurs across multiple languages. Native language texts are available for students, and utilized to build a base from which students can transfer literacy skills.

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

Our TBE program will now be departmentalized instead of self-contained in attempts to provide a LRE for our high school students. Work in progress involves collaborative learning groups amongst teachers with focus on designing content area lessons aligned with CCLS and also contain differentiation for student needs. Programming is vital in providing teachers of ELL students' opportunities to meet so they can work collaboratively to evaluate student work and data to ascertain the cognitive and language needs of their students. This occurs during grade level/department meetings to let teachers meet for this specific purpose. Lastly, scaffolding is further expanded through modeling of academic language and consistently spiraling language so that students' language development grows increasingly complex.

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

There are no plans to discontinue any programs at this time.

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

We are currently in the process of acquiring instructional materials that are research based, grade and age appropriate as well as leveled to the language proficiency of our students. In line with our literacy goals, we are also expanding the leveled libraries made available to our ELLs that include and is not limited to trade books in the native language.

Additionally, we have a Title III supplemental program tailored to the needs of our ELLs. Our Title III program incorporates a

literacy and a mathematics component that focus on scaffolding academic vocabulary to enhance language learning.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
A new, state of the art Library Media Center was recently installed. It is a virtual research facility complete with appropriate reference material and a computer lab with Internet access. Our in-house Library Media Specialist plays an integral role in ELA, NLA, ESL resource allocation and research skill development for both teachers and students. ELLs are trained to evaluate websites, locate current event articles through on-line databases, and prepare evidence-based claims. Materials utilized include TrueFlix, BookFlix, BrainPop, Tumble books and National Geographic en español. Content area materials are available in English and Spanish via NYPL resources.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
TBE students receive 90 minutes of instruction in their native language per week. NLA classes mirror the ELA curriculum. ESL students do not receive instruction in the native language, although they are given the opportunity of working with a bilingual paraprofessional. Native language materials are available for students and teachers at our Library Media Center.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Due to the nature of our program, many of the materials utilized are high interest/low readability and reflect real-world topics. Teachers are currently building common core aligned classroom library collections with the assistance of the Library Media Specialist. The Library Media Specialist also is responsible for providing monthly newsletters communicating items of interest and valuable websites for both teachers and students.
Our curriculum also features a workstudy component that allows our ELL students to participate in vocational education. One of our bilingual classes participates in a half-day work program at Good Will Industries in Manhattan. A second bilingual class works at a local church one day a week assisting in a food pantry. The third bilingual class runs a thrift shop in the building.
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.
Prior to entering the new school year, newly enrolled students have the opportunity to participate in Chapter 683 (Summer School Program) where instruction focuses on acculturating students to the school in addition to supporting them with language acquisition. Newly enrolled ELLs also have access to the school's Title III program.
18. What language electives are offered to ELLs?
ELLs in our standardized program are offered Spanish Literature as an elective.
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.

Individual professional development goals for staff are discussed with the principal and APs using Professional Teaching Standards. PDs offered by the OELL are attended by ELL personnel who turnkey the information to the rest of the ELL department. Workshops are also held at the school during professional development days targeting ELL needs.

In-house professional development is provided by members of the ELL Team as an ongoing process throughout the school year. Focus is geared towards supporting ELLs as they engage in the CCLS. Some of the topics include utilizing UDL principles in curriculum development, integrating ESL methodologies through unit/lesson planning, and looking at student work. Teachers, counselors and paraprofessionals are in constant communication both formally and informally to discuss student needs and determine overall ELL goals and progress. Common planning preparation periods have been established within the school class schedules in order to enable ESL teachers, bilingual teachers and content area teachers to plan curriculum and units of study that utilize ESL methodologies with alignment to the CCLS. P754x's teachers and paraprofessionals serving ELLs are also supported through coaching services provided by the district's instructional coach.

Our school is an ungraded District 75 high school. ELLs are working on transition goals and CDOS to assist them as they transition from high school to the community.

Jose P. workshops are provided by District 75 OELL, which specifically target instructional support for Special Education ELLs. All non-ELL teachers are required to fulfill 10 hours of training. Records of attendees are maintained in-house and are updated on periodic ELL compliance documents.

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?

Parents receive monthly newsletters that contain information regarding curriculum, school events, holidays, instructional resources, and instructional issues. All parents, including our ELL population, receive a brief overview of ARIS and are assisted in going through the log-in procedure.

Keys to Abundant Life, Inc. provides healthy cooking classes to parents and parent workshops. In these healthy cooking classes parents learn about different cuisines, nutrition, and cultures utilizing a S.T.E.M. approach. STEM Education refers to utilizing the NYS MST Standards in the teaching and learning of the Science, Technology Education, Engineering and Math (STEM) disciplines, in an innovative, integrated, collaborative, and applied fashion to a level of challenge sufficient for college and/or career readiness.

Parent surveys distributed by the Parent Association, Parent Coordinator and the School Leadership Team are utilized as a method of ascertaining the interests of the parents in order to conduct meaningful workshops. According to the data, parents of ELLs are interested in learning strategies to engage and assist their children at home.

Parents are involved in hands-on activities, as described above, through monthly workshops in math, science and technology which are the critical areas that our students are experiencing difficulty, in order to assist them at home. In doing so, we increase the parents' understanding of academic standards, assessments and goals. It is in this regard that we continuously strengthen our parent edification through various workshops.

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.

Information for the Title III Program is disseminated via the official Title III letter located on the DOE website, which is sent home with students in the language understood by parents. The letters are followed up by several phone calls home by the teachers and the parent coordinator to invite the parents to all school programs. Prior to the commencement of the Title III program, a parent orientation is provided by the parent coordinator during school hours. Parents are additionally invited to participate in their child's learning in all of the courses in the Title III Program. Our Parent Coordinator is instrumental in inviting our parents to this special program.

Part VI: LAP Assurances

School Name: 754X

School DBN: 75X754

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DANIEL HOEHN	Principal		12/9/13
JENECA PARKER	Assistant Principal		12/9/13
ARIELA ROSARIO	Parent Coordinator		12/9/13
ALLISON NUNEZ	ESL Teacher		12/9/13
MARGARET JENKINS	Parent		12/10/13
JOVAYRA CABRERA/ BIL SPED	Teacher/Subject Area		12/9/13
	Teacher/Subject Area		
LAUREN KLEINSCHMIDT	Coach		12/9/13
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75X754** School Name: **JMR School, P754x**

Cluster: Network: **5**

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 data and methodologies used to assess our school's written translation and oral presentation needs consists of the following:

- * Home Language Identification Surveys (HLIS)
- * Parent interviews, specifying what language is preferred for all written and oral correspondence
- * Student Registration Form
- * Place of Birth report (RPOB)
- * Parent Orientations
- * Emergency blue cards- parents' language preference is written on the card
- * PTA meetings

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.

It was apparent from our findings that the majority of the translation and interpretations need to be in Spanish. We also have an Albanian student. A parent letter was sent out informing parents that written and oral communication is available in Spanish as well as Albanian, provided by our bilingual staff. Findings were reported during faculty conferences, staff memos and ongoing communication with the school community.

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.

The written translation services our school provides are primarily for correspondence to parents and include the following:

- * Translated Bill of Rights and Responsibilities
- * Student Registration Form
- * Translated Home Language Identification Surveys
- * ELL Parent Orientation
- * Workshop information
- * Title III After school Applications
- * Monthly newsletters and calendars
- * Special forms (lunch forms, blue emergency cards, health)
- * IEP/Evaluation notices
- * Permission slips/consent forms
- * Progress reports
- * Testing information
- * Legal, disciplinary, and safety matters
- * Summer School Forms

School staff provides written translation services in-house (we have numerous staff members who are fluent in Spanish including counselors, teachers, paraprofessionals, school secretary and parent coordinator, additionally we have a paraprofessional who is fluent in Albanian). We have obtained translated documents found on the DOE's website and, if necessary, the Language Translation and Interpretation Unit will be utilized. All translated documents are distributed at the same time as the English.

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

The oral interpretation services our school provides consist of the following:

- * Parent workshops
- * Parent Teacher Conferences
- * ELL Parent Orientation
- * Evaluations/IEP meetings
- * Legal, disciplinary, and safety matters.
- * Phone Messenger
- * PTA Meetings

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

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we compile and review HLIS and RPOB data to determine the primary language spoken by the parent of each student enrolled in the school. In addition, in our main office we have posted in English and the 8 languages as per the Chancellor's Regulations the signs indicating to parents the availability of language services provided by the DOE. The data collected is used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members provides the written translations and interpretation services needed to the greatest extent possible. When in-house staff members cannot provide the specific services needed, we request services from the Department of Education's Translation and Interpretation Unit. We also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services.