



**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: 27Q324

School Name: ROCKAWAY PARK HIGH SCHOOL FOR ENVIRONMENTAL SUSTAINABILITY

Principal: JENNIFER CONNOLLY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 27Q324
Rockaway Park High School
for Environmental
School Type: Sustainability Grades Served: 9-12
School Address: 100-00 Beach Channel Drive, Rockaway Park, NY 11694
Phone Number: 718-734-3280 Fax: (718) 734-3286
School Contact Person: Michele Shea Email Address: m Shea@schools.nyc.gov
Principal: Jennifer Connolly
UFT Chapter Leader: Denise Caperna
Parents' Association President: Tom Wilson
SLT Chairperson: Della Jackson
Student Representative(s): Kayleigh Hurley, Tiyana Norwood, and Jennifer Blanco

District Information

District: 27 Superintendent: Donald Conyers
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, New York
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 7189684100 Fax: 7182419223

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 404 Network Leader: Malika Biibs

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Connolly	*Principal or Designee	
Denise Caperna	*UFT Chapter Leader or Designee	
Tom Wilson	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative, if applicable	
Kayleigh Hurley , Jennifer Blanco and Tiyana Norwood	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Dolce	Member/ Teacher	
Michael Cestaro	Member/ Teacher	
Della Jackson	Member/ Parent	
Kathy Denny	Member/ Parent	
Donna Reardon	Member/ Parent	
Larry Chasoff	Member/Teacher	
William Hurley	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Rockaway Park High school for Environmental Sustainability is a high school with 371 students from grade 9 through grade 12. The school population is comprised of 47% Black, 31% Hispanic, 14% White, and 3% Asian students. The student body includes 5% English Language Learners and 14% special education students. Boys account for 59% and girls account for 41% of the students enrolled. The school is a Title 1 school on the School-Wide Program, with 71% of the students eligible for free lunch. The average attendance rate for the 2013-14 school year was 78%, and the YTD attendance rate is 79.1%.

The mission of Rockaway Park High School is to transform students by providing a rich, qualitative educational experience, preparing them for higher education and the work environment of the 21st century. We are dedicated to ensuring learners at RPHS develop a lifetime of constructive values and critical thinking skills, and are patient, confident and goal oriented. We make a commitment to transform students' lives by connecting academics to profession, and to the world that sustains them.

Rockaway Park High School offers a broad instructional program for a small school. The school offers five Advanced Placement courses for which students may register, beginning their sophomore year in high school. The Advanced Placement courses offered are AP Environmental Science, AP Psychology, AP English Literature and Composition, AP English Language and Composition and AP United States History. Rockaway Park High School has many electives available in the Arts and Music department. These electives include Introduction to Art, Drawing, Painting, Ceramics, Introduction to Music, Guitar 1, and Guitar 2. Additionally, students can participate in an extracurricular program after school through an organization called Dance Theatre Etc. This program teaches students about multimedia art, as well as how to develop music and video productions. The school has implemented a Carpentry Program and has constructed a state-of-the-art Carpentry Shop. The goal of this program is to educate students about sustainable building. Students can take beginner and advanced Carpentry courses. This year the advanced Carpentry class will focus on boat construction and building. Other electives offered at RPHS include: Career and Financial Management, Yearbook Production, African American Literature, Public Speaking, Introduction to Computer Skills, Statistics, Introduction to Marketing, and Forensics. Students may also register for a program called Co-Op Tech. Co-Op Tech is a half-day vocational training school. They offer opportunities for students to receive hands on technical training in the areas of Automotive Technology, Culinary Arts, Electrical Installation, Solar Electric, Green Construction/ Carpentry, Medical Office Management, Plumbing, Unisex Salon Services, Web Design & Social Media, Welding, and Vision Technology.

Rockaway Park High School has many structures in place to support our struggling and at-risk students. The school offers Regents preparation courses throughout the year to provide targeted and intense instruction in the courses aligned to and culminating in New York State Regents exams. Students have

many opportunities to make up credits through our targeted Credit Recovery Program, and may repeat courses using the online program Nova Net.

The guidance department is rolling out a new Mentoring Program that will be implemented this school year. The purpose of the Mentoring Program is to provide guidance and support to at-risk students. The school-based team has developed a list of students from each cohort who would benefit from a mentor. The goal is to provide students with a mentor so that they can establish a consistent relationship with an adult who will support them throughout high school. The goals of the program are to help students improve academic performance, develop self-confidence, improve the quality of class work, improve attendance, and improve student's perceptions about academic capabilities.

In addition, the school has formed a partnership with the organization Counseling in Schools to support the emotional and social growth of children. The goal of the team is to support the students' social-emotional needs, and to improve attendance and overall academic success. The Counseling in Schools team provides individualized and specialized group counseling for students. Some forms of group counseling offered are Mothers group, Fathers group, LGBT group, Intensive Trauma group, Grief group and Leadership group.

Accomplishments/ Key Areas of Focus

From the 2012-13 school year to the 2013-14 school year, our New York State Regents results have improved. The greatest improvements were seen in Algebra and Earth Science. In Algebra, we went from a 21% passing rate to a 65% passing rate. Similar gains were seen in Earth Science, which improved from a 36% passing rate to an 82% passing rate. Other gains were seen in Living Environment, where the passing rate improved from 64% to 78%, and in US History going from 73% to 84%.

Rockaway Park High School's key area of focus for this year is our continued work implementing the Common Core Learning Standards. The teachers have spent a lot of time and energy creating curriculum maps that are aligned to the Common Core Learning Standards. The developed curriculum overlaps with themes that support environmental sustainability and include rigorous performance tasks in the core courses as well as elective classes. The school's instructional focus for this school year is argumentative writing using complex texts with an emphasis on student engagement. One of the ways in which our school strives to incorporate this into our instructional core is through well-designed learning voyages. Learning voyages are interdisciplinary units of study. The teachers were paired in interdisciplinary groups of 2-3 teachers, and have planned two learning voyages that they will deliver during the school year. Learning voyages provide students with opportunities for real-world learning, and lead to more personal, relevant, and memorable learning experiences.

Another team that has been implemented at Rockaway Park High School this year is the Professional Development Committee. The school has collaborated with an organization called Literacy Support and has hired a consultant to work with the administration and the teachers in supporting the instructional focus. The consultant serves as an instructional coach and has a strong role in the professional development committee. The committee has representatives from all departments and stake-holders in the school. The team meets weekly to plan relevant professional development sessions and has created a yearly professional development calendar that targets specific topics that support the instructional focus as well as the needs of the staff members. The committee has assisted with the implementation of learning rounds (Lesson Study) to drive the instructional focus. The teachers are scheduled to attend learning rounds multiple times throughout each semester in teams. The purpose of the learning rounds is to provide feedback to teachers around a specific lens that is connected to the instructional focus and *Danielson's Framework for Teaching*. The teachers take low-inference notes during their visits and complete a feedback template for the teacher being observed. The goal of the learning rounds is for teachers to take away instructional strategies and best practices that will help them improve their own teaching, and also to provide suggestions and specific feedback to the teacher being observed.

The instructional focus that Rockaway Park High School has implemented this year will provide the support that teachers need to improve and grow professionally and to improve student outcomes. The continued alignment of the Common Core Standards to our curriculum is providing students with the

opportunity to engage in rigorous content, use higher-order thinking skills, and to be college and career ready.

Challenges

Attendance has become a challenge for the school. The school uses a three-pronged approach to counter this problem. Early Identification of Attendance Problems is the focus. First, when students are absent, daily parent outreach occurs through the homes of all absent students being called. Then, if poor attendance continues, home visits are done by the attendance teacher for students who exhibit an attendance rate below 80%. Secondly, incentive programs have been established to reward attendance improvements. These programs help to encourage attendance at RPHS. Through this ongoing incentive system for students, we offer rewards such as pizza, movie tickets and gift certificates for students who demonstrate 90% attendance, or who improve from lower percentages. Students with poor attendance are referred to the school counselors and/or Counseling in Schools for counseling services. Most recently, we also started a mentoring program for students that are struggling with attendance.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2013-2014 Written Feedback of the Quality Review indicates that as Areas of Strength... "Teachers create curricula, identify mastery targets and make purposeful decisions across classes to promote rigorous habits and higher order skills for all students as reflected in curricula maps, lesson plans and learning voyages. Class visits and lesson reflect purposeful planning aligned to CCLS opportunities to scaffold skills and for students to actively engage with the content evidenced in ELA and science classes (informational text, web-based activity and novel packet.)"

The school-wide scholarship analysis indicates the following:

- Student pass rates in 7 out of 10 of the subject areas have increased. Students' overall pass rates increased in the following courses: English/ ESL, Social Studies, Mathematics, Science, Music, Career Development and Physical Education/Health.
- The overall student pass rates increased from 76.88% during the 2012-2013 school year to 79.31% during the 2013-2014 school year. Students demonstrating mastery in subject areas also increased substantially.
- The following subject areas had an overall increase of students who attained final course grades of 90% or higher: English/ ESL, Social Studies, Mathematics, LOTE, Visual Arts, Music, Physical Education/ Health.
- In English/ ESL, the percentage of students achieving mastery increased from 18.31% during the 2012-2013 school year to 30.34% in 2013-2014. In Social Studies, the percentage of mastery increased from 14.33% in the 2012-2013 school year to 20.82% in the 2013-2014 school year. In Mathematics courses, the percentage of mastery increased from 10.80% in 2012-2013 to 11.08% in 2013-2014.
- During the 2012-2013 school year, 20% of students received marks of mastery in at least one course. The following year (2013-2014), 27% of students received marks of mastery.
- This year's overall Regents pass rates in English and Social Studies were about the same, however, in the areas of Math and Science there was a significant increase.
- All teachers had an overall evaluation (on the Danielson Framework) of effective or higher in the 2013-2014 school year.
- Analysis of the Danielson Framework results for the 2013-2014 school year showed that as a school community our priority areas are questioning and discussion and student engagement. Leveraging these two critical areas will improve overall academic rigor at Rockaway Park High School for Environmental Sustainability.
- A comparative analysis of her January 2013 and January 2014 regents' results indicated that Rockaway Park High School has doubled the number of students passing the Global History regents. The US History pass rate also doubled, going from 15% to 33%. The Earth Science results went from a 25% pass rate to a 60% pass rate and the Geometry pass rate increased from

0% in 2014 to 33% in 2015.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of core-subject faculty (English, Math, Science and Social Studies) will align curricula to the Common Core Learning Standards (CCLS) by creating a syllabus, curriculum map, and a minimum of two interdisciplinary unit plans that follow NYSED/NYCDOE scope and sequence for that subject. These actions will help to increase college readiness across all grades.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
100% of teachers will participate in a minimum of two curriculum institutes in the Fall and Spring semesters to create two Common Core aligned interdisciplinary unit plans. Student work produced by the unit plans will be analyzed to ensure alignment to the Common Core Learning Standards and College and Career Readiness Standards.	Teacher	September and March	Professional Development Committee and Literacy Support Consultant
Special Education and ELL Teachers will collaborate in a minimum of two workshops to ensure students are provided with appropriate scaffolding to reach the CCLS Standards.	Teachers, Students, ELL’s and Special Education	Ongoing	Professional Development Committee and Literacy Support Consultant
All scheduled parent visitations will feature discussion and clarification of curriculum, student progress and how the bar is raised in all classrooms. Where applicable discussion of Advanced Placement curricula and student progress takes place so that parents remain well informed of student progress. Skedula is another means by which parents can remain updated on student academic progress, attendance and behavior. Parent feedback is encouraged and welcomed.	Teachers, Parents	Ongoing	Professional Development Committee and Literacy Support Consultant
<ul style="list-style-type: none"> • 	Parents	Ongoing	Guidance Team and Administrative Team

Department Teams will meet to ensure curriculum is vertically and horizontally aligned.	Teachers	September and February	Department Teams and Administration
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
SIG grant- Literacy Support Organization Circular 6 Common Planning Time Professional Development on Mondays

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
The first Common Core aligned interdisciplinary unit plan will be completed by October the second Common Core Aligned interdisciplinary unit plan will be completed by May.				
Evidence that student work has been analyzed to ensure alignment to the CCLS’s will be evident by January 2015. Agendas and attachments from the Special Education workshops, along with teacher feedback will be available by February 2015.				
Curriculum maps will show evidence of vertical and horizontal alignment by October 2014 and March 2015				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Written Feedback from the 2013-2014 Quality Review indicates that, “The school has established a culture for learning and high expectations regularly communicated to the staff during professional activities, to students and parents via academic programs, student council and guidance counselor facilitated parent workshops.”

Analysis of the Learning Environment Survey from 2013-2014 indicated the following results. Ninety-one percent of parents felt that the school provided their child with extra help when he or she needed it. Eighty-four percent of students stated that teachers at RPHS help them to reflect on strengths and discover areas in which they can improve. Eighty-six percent of teachers stated that they would recommend RPHS to parents seeking a placement for their child.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of Rockaway Park High School teachers will be involved in a minimum of two peer observation lesson studies. Teachers will share best practices and provide feedback to their colleagues on Danielson Component 3C (Student Engagement). As a result of these lesson studies we will see overall improvement on this component on our teacher evaluations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<p>100% of all teachers will participate in a minimum of 3 peer observations with a focus on student engagement and using evidence to support an argument. Administrators will block off at least 5 hours per week for observations and feedback. Administrators will communicate expectations and a calendar of timing. Administrators will maintain documentation of the</p>	<p>Teachers</p>	<p>Fall and Spring</p>	<p>PD Committee, Administration and Literacy Support Consultant</p>

APPR observation process for each teacher.			
100% of all teachers will participate in a minimum of two self selected lesson study groups with a focus on improving student engagement. All special education staff will be involved in these study groups to strengthen the assimilation of special education students currently assigned to ICT classes. Teachers will complete a peer observation feedback form that addresses our city-wide instructional goals. Teachers will provide colleagues with feedback that aligns to the Danielson Framework. Teachers will also reflect on how they will implement best practices into their classroom.	Teachers and Students	Ongoing	Principal and Assistant Principals
Parents will be invited to come in during the spring to observe their children working and learning through a presentation of their portfolio.	Parents	February-May	Administration and School Counseling Team
Our School Leadership Team and Student Council will be the vehicle to serve as the voices of our students, parents and staff in working toward positive student outcomes.	Parents, Students, Administration, Teachers	Ongoing	Administration, Teachers,
Rockaway Park High School establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers through the following mechanisms: Adopt a student program (for students identified as “at risk”), frequent one on one conferencing with students , parents and teachers, monthly student town hall meetings and an active student council. Additionally, Rockaway Park High School has three full time guidance counselors to provide increased personalization and support for students and three additional full-time social workers available for individual and group counseling. Rockaway Park High School conducts advisory for all grade levels at least twice a month.	Students	Ongoing	Administration and School Counseling Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Circular Six- Common Planning Literacy Support Consultant- Funded through the SIG grant Professional Development Time

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
10.	Specify a timeframe for mid-point progress monitoring activities.			
<p>A minimum of 50% of all required observations will be completed by February 2015. 100% of teachers will have completed a minimum of 3 peer observations by February 2015 A sign in sheet for parent participation in our open house classroom visitations will be generated and kept on file by May 2015</p>				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In June 2014 we consolidated the results of 15 feedback surveys that were offered each month regarding teachers’ satisfaction with professional development and teacher collaboration. 90% of teachers indicated on the survey that they were very satisfied. However, to respond to the 10% that were not, we surveyed staff to find out what would make them satisfied. Survey results indicated that staff wanted more time for collaboration, more opportunities to visit each other’s classrooms and more differentiated professional development. **Our Written Feedback report on the 2013-2014 Quality Review indicated that as an Area of Strength... “Teachers are engaged in professional collaborations weekly to strengthen pedagogical practices. Teachers also have the choice to guide their professional growth by selecting professional development in which to participate during breakout sessions.” This element will emphasize improved student outcome in State tests, course pass/fail rates and attendance. It is our expectation that these indicated efforts within this Element will impact positively on our graduation rate.**

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Rockaway Park High School will increase the graduation rate by a minimum of 3%; thus enabling more of our students to have greater college and career choices.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
100% of teachers will participate in weekly professional development that is organized and created by the professional development committee. 100% of staff will participate in a minimum of 3 peer observation cycles.	Teachers and Students	Ongoing	Principal, Assistant Principals, Literacy Support Consultant and PD

			committee
Creating new and improved data tracking systems for Teachers and our Guidance Team; tracking progress to graduation, comparing Regents result trends from January 2014 to January 2015 and June 2013 to June of 2014. This system includes the monitoring and tracking of academic progress for students with disabilities as well as ELLs and high-need student subgroups. Further professional development will include training of special education staff in the analysis of this tracking system so as to facilitate strategies as we move ahead. Students will be provided with opportunities to stay after school, on Saturdays, and during the February and April breaks to participate in afterschool Regents preparation, Nova Net, complete Credit Recovery Packets and receive homework help.	Guidance Department and Students	Ongoing	Principal, Assistant Principals, Literacy Support Consultant and PD committee
100% of all teachers will utilize Skedula by the Spring of 2015. This will provide parents and students with the ability to monitor their academic progress. Parent workshops addressing graduation requirements, attendance and the importance of parent participation and vigilance regarding their child's academic progress will be emphasized.	Teachers and Parents	Ongoing	Principal, Assistant Principals, Literacy Support Consultant and PD committee
All members of our school community are viewed as stakeholders, invested in successful student outcomes. The school continues to build a culture of collaboration through Advisory, School Leadership Team, school functions, college trips and fairs and activities organized by Student Council. Teachers of all disciplines interact in looking at their practice and sharing ideas that work.	Students and Teachers	Ongoing	Administrative Team and Classroom Teachers

Part 4 - Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development Time Circular Six- Common Planning Literacy Support Consultant SIG Grant

Part 5 - Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 - Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.
Regents pass rates will be reviewed in early February and June Mock regents examination data will be analyzed and reviewed by April 30, 2015 Scholarships reports will be reviewed each semester

Grade teams will discuss academic progress of the grade a minimum of 1 x per month and will target students who are in need of further academic support

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Analysis of the learning environment survey results from 2013-2014 indicated that 92% of teachers at Rockaway Park High School felt that school leaders placed a high priority on the quality of teaching, 96% of teachers stated on the survey that the Principal at my school understands how children learn. 95% of teachers felt that the Principal communicates a clear vision for the school. The Principal will continue to lead Rockaway Park High School and nurture the professional growth of teachers and staff by developing and delivering instructional and social-emotional support that drives student achievement ie; weekly professional development meetings and consultants assigned to support identified staff. The 2013-2014 Quality Review indicates as an area of strength, “...The school leader makes strategic decisions aligned to the school’s instructional goals evidenced by contracting consultants for mathematics, student programming (double math period for grade 9), creation of accreditation committee and professional collaborations. Additional analysis comparing our January 2013 and January 2014 Regents examinations indicate across the board gains in our core subjects. Our guidance office monitors student progress towards credit accumulation and identifies potential student credit deficits. Counseling meetings with students will ensue to address such issues. Early identification and continuous monitoring are systemic within the guidance office.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The June 2015 scholarship report will indicate a 5% improvement in the passing rate of core classes across the disciplines as compared to the June 2014 scholarship report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

A minimum of four professional development workshops will be centered on the goal of analyzing student work and student progress through the lens of using evidence to support an argument. Two learning voyages (Interdisciplinary unit plans) that are aligned to this CCLS will be created and executed by June 2015. A lesson study group will be developed to research best practices on using evidence to support an argument using complex text.	Teacher	Ongoing	Principal, Assistant Principals, Literacy Support Consultant, PD Committee
Weekly professional development meetings include segments of collaborative work among special education and general education teachers who share classes. Professional development surrounding best practices that address the needs of diverse student populations at Rockaway Park High School will additionally be built in to our professional development program. This will include evaluating student work, data analysis and tracking progress.	Teacher	Ongoing	Principal, Assistant Principals, Literacy Support Consultant, PD Committee
Through the use of Skedula, the Rockaway Park High School teaching community may remain in constant contact with students and their families in an effort to monitor progress and address attendance issues, familial issues and academic issues as they may arise. Parent workshops are conducted based upon parent surveys in order to provide the supports that they need. Open houses and parent orientation meetings are conducted throughout the school year and summer. All policies and communications are forwarded in the respective home languages of the parents.	Teacher, Students, Parents	Ongoing	Principal, Assistant Principals, Literacy Support Consultant, PD Committee
A monthly school calendar serves as a vital means of communication in keeping all members of the school community updated on important events. Our School Messenger system provides on time information to our entire school community as required. Our school leadership team continues to play a vital role in looking at and initiating policy through intervisitations and lesson study group our work is celebrated and shared.	Entire School Community	Ongoing	Principal, Assistant Principals, Literacy Support Consultant, PD Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development Time Circular Six-Common Planning SIG Grant

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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30. Specify a timeframe for mid-point progress monitoring activities.				
Agendas, teacher feedback and sign-in sheets from professional development workshops (February 2015)				
Peer Observation Templates and Teacher Reflections (January 2015)				
Interdisciplinary Common Core Aligned Unit Plans (October 2014 and March 2015)				
Lesson Study Action Based Research Documentation, Sign In Sheets and Agendas				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

RPHS has strengths in warmly welcoming families into our school and providing rich and educational workshops for caregivers ranging from college readiness/exploration care for the caregiver, bullying prevention, special education 101, and financial aid preparation. We also welcome all families for open houses, providing tours from our very own students as well as helpful information sessions. We are now involved with Teen Outreach Program and Summer Youth, providing services for our students to go out into community and get work-based learning experiences, where they can bring home what they’ve learned to their families. Data from our 2013-2014 School Survey indicates that 86% of the parents were satisfied with our instructional core, 87% were satisfied with our systems for improvement and 86% were satisfied with our school culture. Our needs lie in the area of parent engagement and having our attendance for said workshops increase. Our needs also lie in the area of attaining partnerships with community organizations for our parents, and not just for students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, there will be a 10% increase in the number of families who access our Skedula program. It is our expectation that this will create a positive impact on student achievement and attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Offer parent workshops once/twice per month	Parents	Ongoing	Guidance Team
Regularly survey the needs of parents and students and develop workshops based on findings.	Parents and Students	Ongoing	Guidance and Administration Team

Weekly administrative meetings with the Special Education Department with teachers of subgroups will monitor student progress and look at strategies to assist students to achieving positive outcomes.			
Open houses for parents to visit the classrooms	Parents	April 2015	Guidance and Administration Team
Involve staff and outside stakeholders in decision-making through the following mechanisms: Professional Development Committee School Leadership Team Internal Surveys Round Table discussions Town Hall Meetings	Parents	Ongoing	Guidance Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Guidance Counselors Per-Session funds for evening workshops

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
By January of 2015 there will be a 5% increase in the amount of parent access in Skedula, thereby approaching our annual goal by 50%.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Level 1 or 2 on NYS English Language Arts Assessment for grade 8, English 8 final grade of 70 or below, Teacher Recommendation</p> <p>A final grade of 70 or below in 9th grade English Language Arts, Teacher Recommendation</p> <p>A final grade of 70 or below in 10th grade English Language Arts, Teacher Recommendation</p> <p>A final grade of 70 or below in 11th grade English Language Arts, Teacher Recommendation</p>	<p>9th grade—Achieve 3000 program All English classes use the following strategies in AIS for critical reading:</p> <ol style="list-style-type: none"> 1. Previewing: Learning about a text before really reading it. 2. Contextualizing: <i>Placing a text in its historical, biographical, and cultural contexts.</i> 3. Questioning to understand and remember: <i>Asking questions about the content</i> 4. Reflecting on challenges to personal beliefs and values: <i>Examining student's personal responses.</i> 5. Outlining and summarizing: Identifying the main ideas and restating them in the students own words <p>ELA teachers also implement the following strategies in their lessons:</p>	Small Group	Before and After School

		Activating Prior Knowledge, Teacher Read Aloud, Story-mapping, content based vocabulary building, and think-pair-share.		
Mathematics	<p>Integrated Algebra Level 1 or 2 on NYS Math Assessment for grade 8, Math 8 final average at or below 70, Teacher Recommendation</p> <p>Integrated Geometry Integrated Algebra Final average at or below 70, Teacher Recommendation</p> <p>Algebra2/Trigonometry Integrated Algebra Final average at or below 70, Teacher Recommendation</p>	<p>Math teachers use the following strategies:</p> <ol style="list-style-type: none"> 1. Formal and Informal Assessment 2. Cooperative learning activities 3. Flexible grouping 4. Incorporating multiple representations 5. Rubrics for assignments 6. Accountable Talk instructional strategies 7. Real life application 8. Content based vocabulary building 	Small Group	Before and After School
Science	<p>Level 1 or 2 on NYS Science Assessment for grade 8, English 8 final grade of 70 or below, Teacher Recommendation</p> <p>A final grade of 70 or below in 9th grade Science, Teacher Recommendation</p> <p>A final grade of 70 or below in 10th grade Science, Teacher Recommendation</p> <p>A final grade of 70 or below in 11th grade</p>	<ol style="list-style-type: none"> 1. Formal and Informal Assessment 2. Flexible grouping 3. Differentiated instruction 4. Accountable Talk instructional strategies <p>Real life Application</p> <p>5.Content based vocabulary building</p>	Small Group	Before and After School

	Science, Teacher Recommendation			
Social Studies	<p>Social Studies Assessment, grade 8 English 8 final grade of 70 or below Teacher Recommendation</p> <p>A final grade of 70 or below in 9th grade Global Studies Teacher Recommendation</p> <p>A final grade of 70 or below in 10th grade Global Teacher Recommendation</p> <p>A final grade of 70 or below in 11th grade US History & Government Teacher Recommendation</p>	<ol style="list-style-type: none"> 1. Formal and Informal Assessment 2. Flexible grouping 3. Differentiated instruction 4. Accountable Talk instructional strategies 5. Real life Application 6. Content based vocabulary building 	Small Group	Before and After School
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Counseling	Group Counseling and Individual Counseling	Varies	Before, during and After School

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. Potential teachers are interviewed by a panel of school-based representatives that include the Principal, Assistant Principal, UFT Chapter Leader, 2 additional teachers, three parents and 10 students. 2. The interview process includes the following steps <ol style="list-style-type: none"> a. A face to face interview with the school based team b. A fishbowl whereby candidates have to develop a lesson with competing candidates that demonstrates their content knowledge and ability to collaborate c. A demo lesson presented to a class of mixed-ability students d. A thorough reference check that includes an phone discussion with a minimum of two previous supervisors and 1 additional reference 3. All new teachers are provided with support from a mentor and from our Literacy Support Coach 4. A professional development committee led by the Principal was created to assess the needs of the staff and develop research-based workshops to support student achievement 5. Professional development is conducted for 90 minutes every week 6. A two week summer intensive curriculum institute was designed to create curriculum and ensure vertical and horizontal alignment across grades and content areas

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers are participating in high quality professional development that includes some of the following topics:</p> <p>Structures for Improvement: Looking at school-wide goals in order to set individual instructional goals</p> <ul style="list-style-type: none"> • Last year's Quality Review results, CEP, and PPR • New Quality Review Rubric • Setting individual instructional goals <p>Instructional Core: Common Core Aligned Units and The Learning Voyage</p>

Last year's teachers present their projects

- Pair up this year's teachers
- Present planning rubrics and standards
- Planning Time

School Culture: Looking at Student Data and Developing Objectives

- Examine data for "Off Track" students (Achieve 3000, Regents scores, pass rates, etc.)
- Discuss College and Career Readiness benchmarks
- Effective ongoing practices for these students in the classroom

Instructional Core: A Close Look at Some Frameworks

- Identifying and reflecting on prioritized classroom practices
- Investigating how these practices are rigorous
- Incorporating UDL practices

Structures for Improvement: Developing Inter-visitation Protocols

- Understanding Peer Observation
- Developing an in-house schedule of peer observations
- Using peer observation protocols to collect and analyze data

Instructional Core: Checking In On Rigor

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

Instructional Core: Checking In On Common Core Units

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

Instructional Core: Using Questioning and Discussion

- Deepening student understanding
- Developing effective questioning and discussion techniques
- Depth of Knowledge

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Teacher’s meet in department teams 5 times per week and determine the assessments they feel are most appropriate to the subject and grade level. The grade team department facilitator participates in weekly meetings to evaluate these assessments with administration and to monitor student progress. As SWP it is imperative that teachers are part of the process regarding the use and selection of assessments. Struggling students are identified in 3 cycles throughout the school year and intervention strategies are provided. The inquiry team works with the department teams to monitor these students. Best practices that result from the work of the department teams and inquiry teams are shared during Monday, Professional Development Time.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 134,212	X	
Title I School Improvement 1003(a)	Federal	\$ 236,951	X	
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			

Title III, Part A	Federal	\$ 737	x	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$ 2,278,439	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Rockaway Park High School for Environmental Sustainability**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. **Rockaway Park High School for Environmental Sustainability** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;

- 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 (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 324
School Name Rockaway Park High School for Environmen		

B. Language Allocation Policy Team Composition [i](#) 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 Jennifer Connolly	Assistant Principal Matthew Katz
Coach Shira Katz	Coach type here
ESL Teacher Patricia Mangan	Guidance Counselor Jennifer Izzo
Teacher/Subject Area Lisa Dolce/Special Education	Parent type here
Teacher/Subject Area Denise Caperna/Special Educat	Parent Coordinator type here
Related Service Provider type here	Other Lynette Brown/Guidance Counsel
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	359	Total number of ELLs	16	ELLs as share of total student population (%)	4.46%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										3	3	2	1	9
Discrete ESL class										2	2	2	2	8
Total	0	0	0	0	0	0	0	0	0	5	5	4	3	17

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2	0	0	8	2	3	6	1	3	16

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	0	8	2	3	6	1	3	16
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
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): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										4	1	2	0	7
Advanced (A)										2	3	1	2	8
Total	0	7	4	3	2	16								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. Our school uses the NYESLAT and Lab-R tests to assess the early literacy skills of our ELLs. This data provides information on the student's listening, speaking, reading and writing skills and allows us to determine the level of instruction. Students in our school consistently did best on the speaking portion of the tests. Scores are generally lowest in reading. For example, on the 2012 NYESLAT,

(scores for 2013 are not broken down by modality) an examination of the results shows that scores of 10th grade students on the Listening/Speaking portion of the test ranged from 697 to 805. Reading/Writing scores ranged from 684 to 747. Scores of 9th graders ranged from 714 to 805 on the listening/speaking portion and from 659 to 747 on the reading/writing sections. (Ninth and tenth grades were the only grades in our school that year.)

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
These results show that reading and writing skills must be reinforced. Students who have been in this country longer consistently do better on speaking and listening parts. The reading and writing scores are lower in part to interrupted education in this country for some students and poor reading and writing skills when they first arrived in the U.S.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Directed not to respond, as state did not release information on 2013 modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N.A.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A full range of testing accommodation are given to ELLs and to former ELLs for up to two years after passing the NYSESLAT. Accommodations include time and a half extensions, separate locations, bilingual glossaries for word-for-word translations, oral translations for which the city has no translated written versions of the test, and written responses in the native language. Content-area teachers and the ESL teacher are in continual contact to ensure that ELLs instructional needs are met. For example, the ESL teacher will often pull out the students to work on essay assignments or any other work deemed difficult by both teachers. The teachers discuss which scaffolding techniques will increase proficiency in the weaker areas.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N.A.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8.. We evaluate the success of our programs for ELLs by results of the NYSESLAT test, their grades in content-area courses, and their results on the Regents exams. For example, on the NYSESLAT, we see whether the student has progressed from Beginner to

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The Home Language Identification Survey is given in the parent's first language. If the parent's first language is not one of the translated languages in the survey, we contact the DOE's Office of Translation and Interpretive Services, which can translate the letters and conduct the formal interview in the native language. Someone from that office can either come to the school or speak to the parent by phone.

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

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

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

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

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

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

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

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

The intake process is done on the one day the parent and child come to the building. The ESL teacher and the assistant principal will be available to ensure the process is completed.:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Our LAP coordinator is responsible for the distribution of entitlement letters and ensures that the Parent Survey and Program Selection forms are returned. These forms are distributed on the same first day when the intake process and the LAB-R test are

conducted. A report of the letters and surveys returned is developed by the ESL teacher who forwards the report to the Testing Coordinator. Entitlement letters, surveys, and program selection forms are stored in the office which houses the student's cumulative folder and they remain in the student's permanent record.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. During the parent orientation, parents of identified ELLs are provided with the NYC video outlining the Transitional Bilingual, Dual Language and Freestanding ESL models. They are required to choose a program. The parent orientations are conducted in English and in the parent's native language with the support of our Spanish-speaking ESL teacher. If the parent's native language is not Spanish, we will contact the Office of Translation and Interpretive Services for assistance. If the parent's first choice of program is not offered in our school, the parent will have the option of transferring the child to another school in the district that offers the requested program.

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year in the spring ELLs are administered the speaking, listening, reading and writing portions of the NYSESLAT. Under new state regulations this year, the speaking subtest is administered and scored by teachers other than the ESL teacher or the student's ELA teacher. The ESL teacher administers the listening and reading tests, which are multiple choice. For the writing subtest, all of the constructed-response question in the students' writing booklets were scored by a committee of two teachers, who divided the work, as no individual teacher is allowed to score more than half of the questions. Again, the students' ESL and ELA teachers were not allowed to score this part. The ESL coordinator and the testing coordinator ensure that all eligible NYSESLAT students, as listed in ATS reports, have taken all four sections of the NYSESLAT. If a student is absent on a designated test day, the student must be provided a makeup day.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

6. The program model offered by our school is aligned with parental requests. We have 16 ELLs and the parents of these students have chosen our model. In the past 3 years we have only had two students both, Spanish speaking, whose parents chose a Spanish bilingual program at another school in our district. In the future, we will ensure that alignment continues to be built between parent choice and program offerings by having our administrators review the program offerings biannually.

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

1. The goal of our Freestanding ESL program is to provide academic content-area instruction in English using ESL methodology and instructional strategies, and using native language support to make content comprehensible.

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

During the push-in sessions, the ESL teacher serves as a co-teacher with the content area teacher. Co-planning sessions are conducted by the teachers during their preparation periods and the two strategize before classes. In some cases, ELLs in the beginner or intermediate level may be grouped together within the class solely to assist them with vocabulary or reading they may be struggling with.

b.) Students are placed by grade heterogeneously, except for those in ICT classes, who usually travel together as a group.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. In our Freestanding ESL model, the ESL teacher ensures that beginner ELL students are provided 540 minutes per week of ESL instruction; intermediate students receive 360 minutes per week, and advanced students receive 180 minutes per week. This is done through a combination of push-in and pull-out models, as outlined in question No. 1. Students receive a majority of ESL instruction through the push-in model in their core classes, and are pulled out only in elective classes. In the push-in model, the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support. This model promotes collaboration between the classroom teacher and the ESL teacher and decreases class-instruction time loss.

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

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

Students are instructed in reading, writing, listening and speaking in a variety of ways. Listening and speaking are addressed by conversation, Step by Step text books and modeling of correct pronunciation by the ESL teacher. Reading and writing are mastered by the use of ESL books in fiction and non-fiction articles, newspaper reading, grammar texts, dictionaries and glossaries. In addition, students are exposed to these four skills in their content area classes. Students also have access to the computer lab during ELA and Global Studies classes for Achieve 3000, an intensive software program in reading comprehension.

In ELA, for example, students this semester have read "The Pearl" and have received intensive vocabulary instruction through scaffolding techniques with the aid of the ESL and ELA teachers. Students with assignments in reading and writing given by the ELA teacher receive help in those areas from the ESL teacher both in class and in a pull-out setting, depending on the level of the ELL.

Writing assignments can range from a composition to a five-paragraph essay. The content area teacher and the ESL teacher confer continually to strategize scaffolding techniques for the ELL student. Students also have access to the computer lab throughout the day in content area classes, in ESL and during their lunch period if they wish. In the lab, they use Internet resources for intensive language and literacy support and to further their development of academic language.

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

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

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

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

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

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

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

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

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

4. Aside from the Spanish Lab test, students are evaluated in class by the ESL teacher, who is fluent in Spanish and French. Fiction and non-fiction books are available in the native language for all ELLs.

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

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

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

Students are evaluated in various ways throughout the year. Two principal exams are administered -- the Periodic Assessments in the fall in speaking, listening, reading and writing, and the NYSESLAT, given in the spring in the same four modalities.

However, the principal evaluation lies in the hands of the ESL teacher and content-area teachers in the classroom. Teachers can evaluate progress in speaking and listening through student participation in classes and progress in reading and writing through regular assessments and daily assignments. Grades on progress reports and midterms are carefully monitored by the ESL teacher throughout the year with follow-up discussions with the ELL's content-area teachers.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.

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

- b. For ELLs in US schools for less than three years, students need accelerated instruction to pass the ELA exam required for them

after one year. Academic intervention for these newcomers includes intensive vocabulary and reading strategies in their pull-out classes to reinforce the ELA content class and the use of Achieve 3000 in the computer lab.

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English

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

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

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

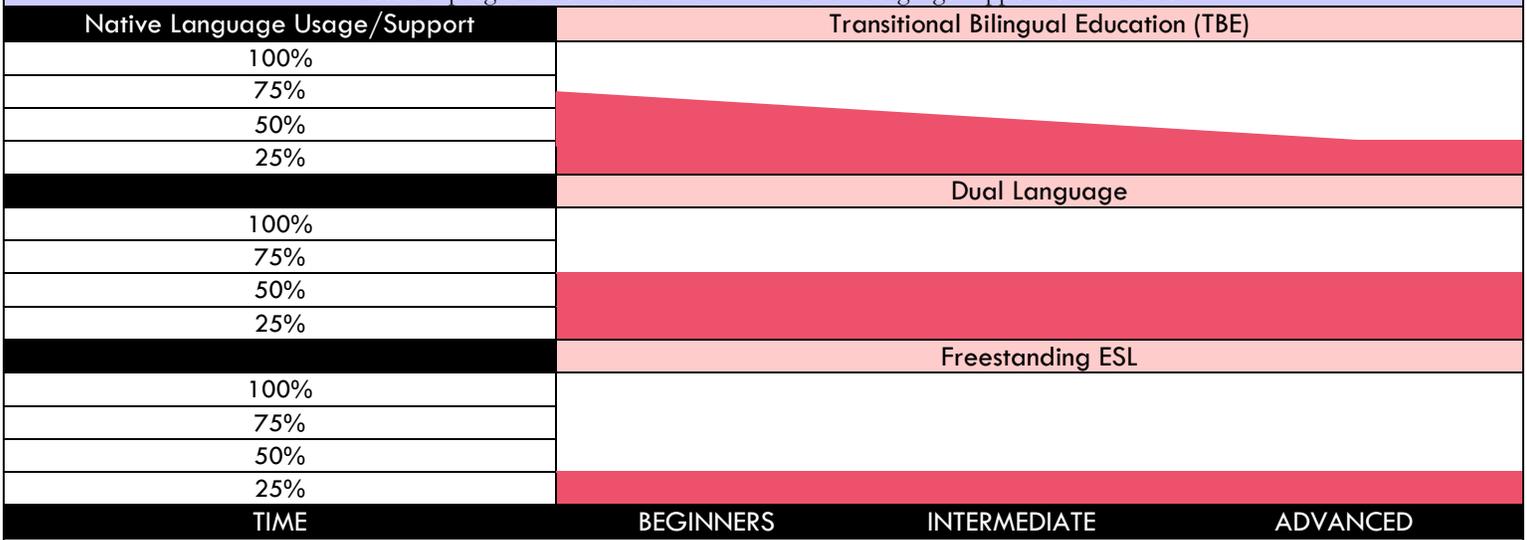
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

heroes, such as Michael Jordan and David Beckham.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Rockaway Park HS for Environme

School DBN: Q27324

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Connolly	Principal		10/24/13
Matthew Katz	Assistant Principal		10/24/13
	Parent Coordinator		1/1/01
Patricia Mangan	ESL Teacher		10/24/13
	Parent		1/1/01
Lisa Dolce/Special Education	Teacher/Subject Area		1/1/01
Denise Caperna/Special Ed	Teacher/Subject Area		1/1/01
Shira Katz	Coach		1/1/01
	Coach		1/1/01
Jennifer Izzo	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q324 School Name: Rockaway Park High School for Envir

Cluster: _____ Network: 404

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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