

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q351

School Name:

ROCKAWAY COLLEGIATE HIGH SCHOOL

Principal:

CAROL YING

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 27Q351
School Type: Day High School Grades Served: 9-12
School Address: 100-00 Beach Channel Drive, Rockaway Park, NY 11694
Phone Number: 718-734-3290 Fax: 718-734-3276
School Contact Person: Carol Ying Email Address: cying@schools.nyc.gov
Principal: Carol Ying
UFT Chapter Leader: Robert Messineo
Parents' Association President: Brenda Hopkins
SLT Chairperson: Katrina Brave
Student Representative(s): Ashley Cortez, Jose Guadalupe

District Information

District: 27 Superintendent: Donald Conyers
Superintendent's Office Address: 6565 Flatlands Avenue, Room 104B, Brooklyn NY 11236
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-968-4100 x1044 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 404 Network Leader: Malika Bibbs

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)
Carol Ying	*Principal or Designee	
Robert Messineo	*UFT Chapter Leader or Designee	
Brenda Hopkins	*PA/PTA President or Designated Co-President	
Jennifer Cooke	DC 37 Representative, if applicable	
Ashely Chavez Jose Guadalupe	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mayleen Dyer	UFT	
Linda Nelson	UFT	
Katrina Brave	CSA	
Naomi Singh-Pantlitz	Member/Parent	
Claudia Younge	Member/ Parent	
Norma Heyward	Member/ Parent	
Sandra Birkett	Member/ Parent	
Sharon Jeffers	Member/ Parent	
	Member/	
	Member/	
	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 Collegiate High School (RCHS), located within the Beach Channel Educational Campus is a small public high school, founded four years ago with the purpose of providing high quality education for the traditionally underserved students of the Rockaways. The student population consists 410 students and is 51.5% male and 48.5% female. 55% of students are Black, 35% Hispanic, 3% White, 4% Asian and 2% other. 72% of students are eligible for free lunch. 23% students attending the school are classified as students with disabilities and 5.6% are English Language Learners. Lastly, 10% of students are overaged under-credited.

The majority of students come from the Far Rockaway neighborhood of New York City. RCHS is one of two unscreened high schools in the community, and as a result serves many of the cities most disadvantaged students. The median income of the community is \$20,080 with a local unemployment rate of 11%.

The school strives to provide exceptional instruction for each student that will prepare them for college and career readiness. The school has created a college bound culture through visits to colleges, and rigorous inquiry based instruction. The school's mission statement states that Rockaway Collegiate High School offers a collaborative educational experience in which talented students are challenged to expand their intellect and to develop the habits of inquiry, expression, critical thinking, problem seeking as well as problem solving, research and preparation. We ensure this through the development of consistent, systematic procedures that ensure each student, regardless of their particular station, is guaranteed additional time and support when needed.

At the outset of the 2014-15 school year, RCHS was announced as a Community School, forming a partnership with a community based organization, Partnership with Children. Through this collaborative effort, the school is better positioned to support the many social and emotional needs of all students. Additionally, acceptance in the Advanced Placement Expansion Initiative has provided enhanced opportunities for students to prepare for their post-secondary education.

During the 2013-14 school year, the school experienced its inaugural Quality Review, receiving a proficient rating. Areas of strong practice as evidenced by the Quality Review included a student-centered, rigorous and connected curricula, maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults, makes strategic organizational decisions to support the school's instructional goals and meet learning needs of students, and engage in structured professional collaborations on teams using an inquiry approach.

As the school expanded to near full capacity, number of first year students earning more than 10 credits increased by 2.7%, the number of 2nd year students earning 10 or more credits increased by 19.7%. the percent of 1st year students in the lowest third earning 10 or more credits increased by 5.7%. However the percent of 2nd year students in the lowest third earning 10 or more credits decreased by 8.3%. According to the School Quality Report, the weighted ELA Regents pass rate increased by .06, the Science increased by .37, and the United States History Regents by .37. However, the weighted Math Regents pass rate decreased by .24.

As a result of these factors, the key focus for the school revolves around improving student achievement on Regents examinations, particularly English Language Arts and Algebra. Additionally, the school will focus on developing stronger systems to support students in attending school so they are better able to accumulate credits.

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

- 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).
- 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.

Quality Review Findings

Based on the most recent 2013-14 QR Report, our school received a “Proficient” for QR Indicator 1.2. The report stated the following: *“The lack of challenging learning experiences across the majority of classrooms hinders the development of higher order thinking skills for all students.”*

Quality Review Evidence

- Students listen to multiple perspectives and are beginning to challenge each other’s thinking in constructive ways that build depth of understanding in lessons. However, instruction of this sort is uneven across classrooms with the highest levels of critical thinking being achieved in a few classes.
- The inconsistent use of the most effective teaching strategies across the majority of the classrooms hinders the rate and degree of student learning.
- High levels of student engagement are not apparent in classrooms visited. Students are provided activity guides in each class and each student completes the guide as the lesson progresses but frequently tasks can be completed without the highest levels of student thinking.
- At times students are not asked to explain their thinking, and rather than “working” on constructing their own meaning, students are instead watching while the teacher “works”.
- The lack of challenging learning experiences across the majority of classrooms hinders the development of higher order thinking skills for all students.

Quality Review Analysis

Based upon the recommendations made by within the Quality Review, an area for improvement lies within improving the overall level of cognitive challenge for students across all classrooms. By improving and increasing the number of learning activities requiring students to apply higher order thinking skills, students will become more engaged in school and will be more likely to accumulate credits.

School Quality Snapshot Data Analysis

During the previous school year, 58.7% of 2nd year high school students earned ten or more credits, ranking the school in the 30th percentile of schools across the city. Additionally, only 25% of students in the schools lowest third of 2nd year high school students earned 10 or credits, placing the school in the 5th percentile across the city.

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to refine the use of strategies that provide the opportunity for students to engage in learning activities that require students to utilize higher order thinking skills, especially students within their second year of high school. This needs assessment informed the development of the annual goal listed below.

Priority Need (s) That Will Be Addressed:

- **Strengthening Pedagogy** - Providing targeted supports to teachers to strengthen their teaching practices and enable them with the skills to implement engaging lessons that will reach all learners

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 of 2015, students in the 2017 cohort earning more than 10 credits will increase by 5% as measured by the School 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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • 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>
<u>Instructional Actions/Strategies/Activities</u> <ul style="list-style-type: none"> • Teachers will administer the Common Core-aligned New York City Baseline Performance Assessment in both ELA and either Algebra or Geometry in October and the New York City End of Year Performance Assessment in early May to monitor the progress of 2nd year high school students. • Teachers will update student progress consistently through the use of Skedula to measure student progress throughout the school year and their progress towards earning 10 or more credits. • Teachers and Guidance Counselors will conference with students and parent/guardians to monitor student progress through the use of Skedula, collaborate to set learning goals, and provide strategies to support student learning to ensure students remain on track towards earning 10 or more credits. • Teachers will use findings from data to incorporate multiple entry points into the curriculum so that all students can access the curriculum and also make classroom experience relevant. 	2 nd year high school students All teachers of 2 nd year high school students.	September 2014- June 2015.	Point Person(s): <ul style="list-style-type: none"> • Assistant Principal Supervision Implementers: <ul style="list-style-type: none"> • Teachers of students of 2nd year high school students • Staff Developer
<u>Professional Development</u> <ul style="list-style-type: none"> • Teacher grade teams will engage in Professional Learning Communities based upon the <u>Zero Protocol</u> inquiry of student work to monitor student progress and identify instructional strategies to implement identified below: <ul style="list-style-type: none"> ○ <i>graphic organizers</i> and visuals including pictures, diagrams, and charts to help all students— and especially the lowest third—easily recognize essential information and its relationship to supporting ideas. ○ <i>Question formulation strategy</i> and the q-focus to allow students to develop their own line of inquiry as well as developing higher order thinking questions. • Create and implement a yearlong professional development 	All teachers	September 2014- June 2015	Point Person(s): <ul style="list-style-type: none"> • Principal • School Development Committee Implementers: <ul style="list-style-type: none"> • Assistant Principal Supervision • Lead Teachers • Staff Developer

<p>calendar for all teachers in a collaborative setting focusing on research-based instructional strategies.</p> <ul style="list-style-type: none"> Use <i>Advance</i> data to inform differentiated professional development in a collaborative setting using small groups PD and various coaching models (peer inter-visitations, demonstrations, ARIS learn teaching modules, individual support). Implement Individual Teacher Improvement Plans to provide focused support. Through inquiry teachers will meet three times weekly to plan, implement and analyze classroom assessments and monitor progress of students. Targeted academic intervention will be provided for students based on assessment of academic and emotional needs. 			
<p>Parent Involvement and Engagement-</p> <ul style="list-style-type: none"> Increased communication to inform parents of credit requirements Implementation of parent workshops to train parents about credit requirements and how they can support their child's academic success. 	All teachers	September 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal <p>Implementers:</p> <ul style="list-style-type: none"> Assistant Principal Staff Developer Guidance Parent Coordinator CBO
<p>Informed by Capacity Framework Element.</p> <ul style="list-style-type: none"> All stakeholders in the school community share a common goal of ensuring that all students are equipped with the knowledge and skills required to be successful in college and beyond. 	All teachers.	September 2014- June 2015.	<p>Implementers:</p> <ul style="list-style-type: none"> -Principal, AP, Coaches, Teachers, CBO, Guidance

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Members of the School Development Committee including the Administrative Team, Lead Teachers and Staff Developer for demonstration and modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade.
- The Danielson Framework and *Advance* system data for teacher's evaluations.
- Computer technology, CUNY intern to maintain technology and support implementation.
- Engaging in intra/inter-visitations, out of school PD, teacher team meetings, and at least two periods of common prep time to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration.
- Use of the NYC DOE resources such as the Common Core Library and Student Support instructional resources recommended by the DOE Handbook for Professional Learning, professional texts and articles, workshop materials and curriculum resources from Engage NY.
- School Skedula account.

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	X	Title IIA		Title III		Grants
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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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
 - By February 2015, there will be 5% increase in students in their 2nd year in high school earning at least 5 credits, as measured by student transcripts.

Part 6b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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

- 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).
- 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.

Quality Review Findings

Based on the most recent 2013-14 QR Report, the school received a “Well Developed” for QR indicator 1.4. The report stated the following: *“Students explained with pride that they knew of at least one adult in the school that they could go to if they ever needed help with school work or personal issues.”*

Quality Review Evidence

- Students spoke of advisory classes, assemblies, outreach from the principal and systems of recognition and rewards as ways that the school supports their academic and social development.
- Advisory teachers review academic progress and create an action plan with students 6 times a year using Skedula, the schools on-line gradebook.

Quality Review Analysis

Based upon the findings of quality review, through the implementation of an advisory program, the school has systems in place to know ensure that each student is known by an adult within the school well. However, the advisory program has not extended to a large improvement in daily attendance, which remains below targets.

Data Analysis

According to the School Quality Guide, the daily attendance rate of the school was 80%, falling in the 25th percentile of our peer group and the 24th percentile of the city range. Additionally, the daily student attendance rate has decreased each of the past three years, from 83% in 2012, to 81% in 2013 to the current rate of 80%. The daily attendance rate is a critical statistic in ensuring that students receive continuous instruction, and are able to successfully accumulate credits and experience success on exit exams.

Informed by 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.

Priority Need (s)

Communication between families and school staff to engage parents in students academic success

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, student daily attendance will improve by 3.5% as measured by the School Quality 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:

- Research-based instructional programs, professional

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
<p><u>Attendance Team</u></p> <ul style="list-style-type: none"> Reformulated school attendance team to develop and implement interventions to individually support students with poor daily attendance including: Weekly meetings of the attendance team to monitor student attendance through data analysis. Appointing a specific adult within the school for each student with a pattern of excessive absences to provide direct intervention, utilizing research based practices to re-engage students with school. Home visits by attendance teacher for long-term absences. Small group student counseling through the community based organization to support students transitioning back into school and ensure students are engaged with school. Advisory program to ensure that each student is known by at least one adult in the building well. Parental outreach efforts through Skedula, Global Connect phone calls, direct phone calls, e-mails and mailings. Establishing a peer mentorship program (acclimated) 	Students with poor daily attendance	September 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> Assistant Principal Supervision <p>Implementers:</p> <ul style="list-style-type: none"> Guidance Counselor Social Worker Network Attendance Teacher CBO Social Workers Community Associates
<p><u>Recognition and Incentives</u></p> <ul style="list-style-type: none"> Perfect attendance board updated monthly to honor students with perfect attendance. Field trips to reward students with outstanding attendance. Incentives such as NBA Cares program and tickets to local events such as professional sporting events to reward students with exceptional attendance. 	All students	September 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> Assistant Principal Supervision <p>Implementers:</p> <ul style="list-style-type: none"> Guidance Counselor Social Worker Network Attendance Teacher CBO Social Workers Community Associates
<p><u>Advisory Program</u></p> <ul style="list-style-type: none"> Expanding the advisory program to support student attendance by providing additional time for each advisor to make contact with the families of advisees at least once per week for 40 minutes. Developing and implementing advisory lesson plans that focus on the importance of daily attendance. Monthly professional development session to review upcoming advisory curriculum and support teachers in the implementation 	All students	September 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> Social Worker <p>Implementers:</p> <ul style="list-style-type: none"> All advisory teachers Parent Coordinator

<ul style="list-style-type: none"> of the curriculum. Consistent parental contact from the advisor to the advisee. The use of Skedula to track student progress and communicate with families. 			
<p>Coop Tech Program</p> <ul style="list-style-type: none"> Through the implementation of the Coop Tech program, students will have access to job training and matching services during the school day, providing an additional avenue to reengage students with the education process. 	All students and families	September 2014- June 2015	Point Person(s): <ul style="list-style-type: none"> Principal Implementers: <ul style="list-style-type: none"> Social Worker Guidance Counselor

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Members of the Administrative Team, Social Worker, Guidance Counselor, Community Based Organization Social Workers and resource coordinator, Network Attendance Teacher, Community Associates to develop and implement interventions to improve student attendance. Weekly meeting time for Attendance Team. Incentives provided through the Community Based Organization School Skedula account. Regularly scheduled advisory meetings for teachers and students. Partnership with Community Based Organization, Partnership with Children to provide interventions and supports for students and staff.

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	X	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

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015, student daily attendance will improve by 2% as measured by the daily attendance rate for the first semester.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> 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

- 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).
- 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.

Quality Review Findings

Based on the most recent 2014-14 QR Report, our school received a “Proficient” for QR Indicator 1.1. The report stated the following: *“As a result of these refinements[curricula], more learners have access to curricula and tasks, thus increasing the number of students that are cognitively engaged.”* Additionally, the school received “Proficient” for QR Indicator 1.2. The report stated the following: *“The lack of challenging learning experiences across the majority of classrooms hinders the development of higher order thinking skills for all students.”*

Quality Review Evidence

- Across classrooms visited, teachers designed activity guides using varied supports such as visuals and questioning to improve student engagement.
- Midyear assessment data shows that across each grade the majority of students, including ELLs and SWDs, are improving their ability to write argumentative essays including counterclaims.
- The inconsistent use of the most effective teaching strategies across the majority of the classrooms hinders the rate and degree of student learning.
- High levels of student engagement are not apparent in classrooms visited. Students are provided activity guides in each class and each student completes the guide as the lesson progresses but frequently tasks can be completed without the highest levels of student thinking.
- At times students are not asked to explain their thinking, and rather than “working” on constructing their own meaning, students are instead watching while the teacher “works”.
- The lack of challenging learning experiences across the majority of classrooms hinders the development of higher order thinking skills for all students.

Quality Review Analysis

Based upon the recommendations made by within the Quality Review, though the school has made progress in reaching all students, there is still work to be done. Although students are completing tasks, students are not being challenged at the highest level of thinking. The lack of higher order thinking skills can be directly related to the poor performance of students on Regents examinations.

School Quality Report Data Analysis

During the previous school year, the weighted student passing rate for the ELA Regents improved to .78 from the previous year’s .72. However, the school rated in the 43rd percentile of its peer index, and 36th percentile of the city-wide index. Additionally, performance on Mathematic Regents was a rated pass rate of .53, falling from the .77 weighted pass rate of the previous year. The poor results on exit examinations, especially Mathematics Regents, are a major concern for the school.

Informed by 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 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, all teachers instructing students within the lowest third will implement differentiated instructional strategies that will result in an increase of 5% of lowest third students from each cohort year successfully passing the ELA regents or Mathematics examination.

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: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement 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>
Professional Development & Instructional Strategies <ul style="list-style-type: none"> Teachers will engage in department meetings at least 3 times per week to collaboratively discuss instructional strategies that can be implemented across the department to support students in the lowest third. Department meetings will focus on inquiry, with teachers analyzing cycles of student work to surface and share targeted instructional strategies to support students in the lowest third. Teachers will engage in a series of lesson studies by department, working collaboratively to create learning tasks that require higher levels of student thinking. A professional development series on questioning for all staff members, focusing on implementing the following strategies into classroom practice: <ul style="list-style-type: none"> Formulating better questions, providing training for teachers to ask stronger questions of students. The question formulation technique, providing a strategy for students to develop their own higher order thinking questions and open a student initiated line of inquiry. 	Students in the schools lowest third	September 2014- June 2015	Point Person(s): <ul style="list-style-type: none"> Principal Implementers: <ul style="list-style-type: none"> Assistant Principal Supervision Lead Teacher
Based upon the data, the school made strategic hiring and programmatic decisions to support students in the lowest third by taking the following steps: <ul style="list-style-type: none"> Recruiting dual-licensed teachers in with Special Education and ELA or Special Education and Mathematic to support students in the lowest third in English and Math courses in their preparation for the ELA and appropriate Mathematics Regents examination. Teachers assigned to co-teaching courses are provided with regularly scheduled common planning time to develop multiple entry points into the curriculum for all students, especially those in the lowest third. 	ELA & Mathematics teachers	September 2014- June 2015	Point Person(s): <ul style="list-style-type: none"> Principal Implementers: <ul style="list-style-type: none"> Assistant Principal Supervision Hiring Committee

<ul style="list-style-type: none"> Students are programmed in elective programs to enrich and expand their knowledge in ELA or Math based upon need. For example, each 1st year high school student will be enrolled in an engineering course to further their mathematical knowledge, while 2nd and 3rd year students will be enrolled in additional writing courses. Offering and programming students for PM school and Saturday school for student to prepare for Regents examinations in ELA and Mathematics courses. 			
<p>The following strategies will be implemented to increase family-community ties and supports students in the lowest third achievement:</p> <ul style="list-style-type: none"> The school will host a curriculum night in September, to introduce and/or reinforce the Regents examination requirements for each student. College Workshops featuring post-secondary institutions Advisors will implement Student Led Conferences [SLC] coordinated with their advisee’s family at least once per semester. Each advisor will schedule an appointment with each family of their advisee, during which time students will review their progress through and examining student work and grades. 	Families of students in the school’s Lowest Third	September 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> Social Worker <p>Implementers:</p> <ul style="list-style-type: none"> Advisory Teachers
<p>The following strategies will be used to build trust:</p> <ul style="list-style-type: none"> Increase school-family communication by publishing a monthly calendar with parent workshops Teachers will conference with all students including students in the lowest third to monitor student progress, collaborate on setting learning goals and provide strategies to support student learning. Teachers will use Skedula to track student academic and social progress. Positive messages will be sent to families, as well as positive phone calls for students as well. 	All stakeholders Students in the schools lowest third	Sept. 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Guidance Counselor Parent Coordinator <p>Implementers:</p> <ul style="list-style-type: none"> All stakeholders: Lowest third Parents and students, school staff members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, peers, Instructional Coaches and Lead Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum and analysis of data for the subject.
- Scheduling for common planning time for co-teachers and departmental meetings.
- School Skedula account.
- Parent coordinator to effectively communicate with families.
- Professional Development resources , such as the NYCDOE Handbook for Professional Learning.

- Guidance Counselors to identify student programming needs.

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	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

By February 2015, there will be a 2.5% increase in the number of students in the lowest third passing January Regents examinations in ELA and Mathematics.

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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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

- 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).
- 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.

Quality Review Findings

Based on the most recent 2014-14 QR Report, our school received a “Proficient” for QR Indicator 1.2. The report stated the following: *“The lack of challenging learning experiences across the majority of classrooms hinders the development of higher order thinking skills for all students.”*

Quality Review Evidence

- The inconsistent use of the most effective teaching strategies across the majority of the classrooms hinders the rate and degree of student learning.
- High levels of student engagement are not apparent in classrooms visited. Students are provided activity guides in each class and each student completes the guide as the lesson progresses but frequently tasks can be completed without the highest levels of student thinking.
- At times students are not asked to explain their thinking, and rather than “working” on constructing their own meaning, students are instead watching while the teacher “works”.
- The lack of challenging learning experiences across the majority of classrooms hinders the development of higher order thinking skills for all students.

Quality Review Analysis

Based upon the recommendations made by within the Quality Review, though the school has made progress in reaching all students, there is still work to be done. Although students are completing tasks, students are not being challenged at the highest level of thinking.

Informed by 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.

Priority Need(s)

School leaders to regularly collect and analyze student data to make informed decisions and communicate clear next steps to staff, provide targeted supports and follow up.

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.

By June 2015, teachers will increase the quality and number of higher order thinking learning tasks used as measured by all teachers demonstrating an average increase of one aggregate performance level in engaging students in learning on the Danielson Framework for Teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Through frequent cycles of teacher observation, school leaders will:</p> <ul style="list-style-type: none"> ▪ Provide specific, time bound and actionable feedback to support teacher professional growth in engaging students in learning based upon the Danielson Framework for Teaching. ▪ Utilize the Danielson Framework for Teaching as a common language as to what good instruction looks like. ▪ Support teachers through individualized teacher improvement plans. ▪ Meet individually with teachers to provide exemplar learning strategies to improve student engagement through more cognitively challenging learning activities. ▪ Frequent monitoring of <i>Advance</i> data to monitor individual teacher progress. 	<p>All Teachers</p>	<p>September 2014- June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal <p>Implementers:</p> <ul style="list-style-type: none"> • Administrative team • Staff Developer
<p>Professional Development:</p> <ul style="list-style-type: none"> ▪ All teachers will receive weekly staff professional development. ▪ Each teacher will meet with the principal to develop individual goals. ▪ A Lunch and Learn series of professional development sessions (2x per month) for new teachers, to support their transition into the school. ▪ Selected teachers will engage in 6 week cycles of professional development sessions facilitated by a Talent Development Coach, leading the development of teacher leaders to turnkey this learning and strengthen their understanding of the Danielson Framework. ▪ New teachers will receive an individual mentor. ▪ Provide individualized teacher support through professional development modules on the NYCDOE ARIS Learn web application. ▪ The utilization of a school-wide curriculum map instructional rubric to evaluate the quality of curriculum. ▪ Use <i>Advance</i> data to inform differentiated professional development in a collaborative setting using small group PD and various coaching models (side-by-side, in-class coaching, peer inter-visitation, demonstrations, ARIS learn teaching modules.) ▪ Teachers and school leaders will receive support from the ISA coaches. ▪ Implementation of Inquiry by the teacher teams 	<p>All Teachers</p>	<p>September 2014- June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal <p>Implementers:</p> <ul style="list-style-type: none"> • Administrative team • Staff Developer
<p>The following strategies will be implemented to increase family-community ties:</p> <ul style="list-style-type: none"> ▪ The school will host a curriculum night in September, to introduce 	<p>All Families</p>	<p>September 2014- June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Parent

<p>and/or reinforce the Regents examination requirements for each student, meet parents/families, learn about the curriculum content, means of communication with the school and instructional initiatives.</p> <ul style="list-style-type: none"> ▪ Parent workshops on post-secondary educational opportunities ▪ Students led conferences ▪ Hiring of new parent coordinator ▪ Establish partnership with CBO 			<p>Coordinator</p> <p>Implementers:</p> <ul style="list-style-type: none"> • All teachers • Guidance Counselor
<p>The following strategies will be implemented to develop trust:</p> <ul style="list-style-type: none"> ▪ The creation of a School Development Committee to play a central role in the development of professional development activities and calendar. ▪ Honoring staff achievements through celebrations of best practices. ▪ Implementing inter-visitation among teachers. ▪ Utilizing teachers as resources in supporting next steps among colleagues. 	All Teachers	September 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal <p>Implementers:</p> <ul style="list-style-type: none"> • Administrative team • Staff Developer

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> ▪ Scheduled cycles of observations for all teachers by members of the Administrative team. ▪ Talent Development Coach, Network Achievement Coach, Staff Developer and School Development Committee to support development of differentiated professional development opportunities. ▪ Scheduled weekly meeting times for full staff professional development. ▪ Various professional resources from NYCDOE resources such as ARIS Learn, and the NYCDOE Handbook for Professional Learning. ▪ The Danielson Framework for Teaching and the Advance System ▪ Research and utilize books, videos and articles about research based techniques ▪ Scheduled coverages for teacher inter-visitation, modeling, and meetings with administrators.

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	X	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

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
<p>By February 2015, teachers will increase the quality and number of higher order thinking learning tasks used as measured by all teachers demonstrating an average increase of one-half aggregate performance level in engaging students in learning on the Danielson Framework for Teaching.</p>				
<p>Part 6b. Complete in February 2015.</p>				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No

- 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

- 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).
- 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.

School Survey Data:

Based upon 2013-14 school survey data, over 95% of families net agreed that the school communicates in a language that parents can understand, 92% net agreed that the school is responsive to parent feedback, and 92% net agreed that the school helps to keep their child on track for college, career, and success after high school. 94% of families net agreed that the school makes them feel welcome. However, only 49% of parents indicated that they had been invited to an event at the school.

Informed by 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. Community Mobilization meetings are held on a monthly basis. Parent Coordinator engages in one on one relational meetings with parents. School has implemented a parent university in which there is development for parents such as job skills, certification, financial and computer literacy.

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 2015, opportunities for parent engagement in workshops and other school events will increase by 10%, as measured by the number of parents invited to at the school 5 or more times on the NYC School Survey 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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>Strategies:</p> <ul style="list-style-type: none"> ▪ The school will offer additional college preparation workshops for parents, including topics on financial aid and college opportunities for ELL & SWD students. ▪ Frequent Parent Association and School Leadership Team meetings based upon a pre-planned calendar. 	All parents	September 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Parent Coordinator <p>Implementers:</p>

<ul style="list-style-type: none"> ▪ Host six planned evenings for parents to meet with their child’s teacher, including a curriculum night and four periods for parent-teacher conferences. ▪ The school will host a winter and spring concert, inviting parents to attend the event. ▪ The school will host its first graduation ceremony. ▪ The school will continue its tradition of awards nights, inviting parents and community to attend. 			<ul style="list-style-type: none"> • Advisory Teachers • Community workers • Guidance Staff
<p>Communication:</p> <ul style="list-style-type: none"> ▪ The school will create a monthly calendar to be posted on Skedula and throughout the school. ▪ Events will be announced to parents through phone calls, direct mailings, and email. ▪ Monthly PTA and SLT meetings ▪ Progress reports ▪ Parent night meetings ▪ Community mobilization meetings with members of the community 	All parents	September 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Parent Coordinator <p>Implementers:</p> <ul style="list-style-type: none"> • Advisory Teachers • Community workers • Community Based Organization
<p>Events for Parents:</p> <ul style="list-style-type: none"> • Through the Community Schools Grant, our partner CBO, Partnership with Children, will host additional workshops for parents. Topics will include the following: <ul style="list-style-type: none"> ○ Job skills and placement ○ Parenting workshops- College Access, Financial Literacy • Parent University – Computer literacy, GED, ESL • Parent Retreats • Monthly Community Schools meeting 	All Parents	September 2014- June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Resource Coordinator <p>Implementers:</p> <ul style="list-style-type: none"> • Community Based Organization Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Members of the school community to volunteer to attend parent events.
- Permits to allow the use of space outside of the school day.
- School Skedula account.
- Community based organization relationship.

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	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

By February 2015, opportunities for parent engagement in workshops and other school events will increase by 10%, as measured by the number of parents invited to at the school 3 or more times on a school issued parent survey.

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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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)	<ul style="list-style-type: none"> • DATA ANALYSIS: -Level 1 and Level 2 on the 8th grade ELA CC -Teacher Progress Report / Teacher Referral -Report Card -Regents Score Transcript/Diploma Evaluation • Individual Educational Plan • English Language Learners • Parental Engagement • Attendance 	<ul style="list-style-type: none"> • Extra Course Sections-reducing class size • Additional Writing Course-Augmentative Writing Course • Dramatic Literature Course • PM School • Saturday School • Tutoring • Co-op Tech-providing students with academic and career opportunities. • College Now 	<ul style="list-style-type: none"> • Small class size • Small group instruction • 1:1 Tutoring 	<ul style="list-style-type: none"> • During the School day • Before School • After School • Lunch Period by Student Request • Saturdays
Mathematics	<ul style="list-style-type: none"> • DATA ANALYSIS: -Level 1 and Level 2 on the 8th grade Math CC -Teacher Progress Report / Teacher Referral -Report Card -Regents Scores Transcript/Diploma Evaluation • Individual Educational Plan • English Language learners • Parental Engagement • Attendance 	<ul style="list-style-type: none"> • Dual Certified Teachers providing instruction in all ICT classes. • Extra Course Sections-reducing class size • Additional Mathematics through Engineering Courses • Tutoring • Co-op Tech-providing students with academic and career opportunities. • College Now: Mathematic Courses 	<ul style="list-style-type: none"> • Small class size • Small group instruction • 1:1 Tutoring 	<ul style="list-style-type: none"> • During the School day • Before School • After School • Lunch Period by Student Request • Saturdays
Science	<ul style="list-style-type: none"> • DATA ANALYSIS -Teacher Progress Report / Teacher Referral -Report Card 	<ul style="list-style-type: none"> • STEM Initiative : Project Lead the Way • Tutoring • Co-op Tech-providing students with 	<ul style="list-style-type: none"> • Small class size • Small group instruction • 1:1 Tutoring 	<ul style="list-style-type: none"> • During the School day • Before School • After School • Lunch Period by

	<ul style="list-style-type: none"> -Regents Scores Transcript/Diploma Evaluation • Individual Educational Plan • English Language Learners • Parental Engagement • Attendance 	<p>academic and career opportunities.</p> <ul style="list-style-type: none"> • College Now: Health Sciences Courses • Extra Course Sections- reducing class size 		<p>Student Request</p> <ul style="list-style-type: none"> • Saturdays
Social Studies	<p>DATA ANALYSIS:</p> <ul style="list-style-type: none"> -Level 1 and Level 2 on the 8th grade ELA CC -Teacher Progress Report / Teacher Referral -Report Card -Regents Scores Transcript Evaluation • Individual Educational plan • English language Learners • Parental Engagement • Attendance 	<ul style="list-style-type: none"> • Extra Course Sections- reducing class size • Project Based Learning Strategy • Tutoring • Co-op Tech- providing students with academic and career opportunities. • College Now: Humanities 	<ul style="list-style-type: none"> • Small class size • Small group instruction • 1:1 Tutoring 	<ul style="list-style-type: none"> • During the School day • Before School • After School • Lunch Period by Student Request • Saturdays
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Mandated Counseling • Student request • Parental Request • Teacher Referral • Attendance 	<ul style="list-style-type: none"> • Students are given academic, social, and emotional counseling by the guidance counselor, social worker and CBO: Partnership with Children • Teacher mentoring • Advisory • Attendance mentoring • Gender/Grade level specific forums 	<ul style="list-style-type: none"> • Small groups • Individual • Specific gender • Grade level 	<ul style="list-style-type: none"> • During the School Day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- 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.
Teachers are recruited by the recruitment committee and are engaged in a group interview, group lesson planning, demo lesson, and individual interview. When hired, teachers are assigned within their content areas and supported by administrators, coaches and teachers leaders. New teachers are assigned and buddy teachers as well as take part in New Teacher Chat and Chew professional development. All teacher participate in ISA PD, Network PD and weekly school based professional development.

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>The purpose of this plan is to create professional development supports for faculty to improve student academic achievement through targeted learning opportunities for the school faculty. Additionally, this plan will serve to support educational initiatives including the City-wide Instructional Expectations, Common Core Learning Standards and the implementation of Advance with the New York State Professional Development Standards [available on-line]. The plan is based on a needs assessment, based upon multiple qualitative and quantitative data sets.</p> <p>1. Professional Development Needs:</p> <p style="padding-left: 40px;">The primary professional development needs include training in the successful implementation of the Common Core Learning Standards in all content areas, an in depth understanding of the Danielson <i>Framework for Teaching</i> to support improved classroom instruction and the use of student data in planning and modifying instruction to improve student achievement.</p> <p>2. Professional Development Activities:</p> <p style="padding-left: 40px;">Rockaway Collegiate High School will expect and encourage staff to participate in learning activities designed to foster professional growth. The purpose is for staff to engage in meaningful and ongoing activities in a collaborative learning community geared towards generating increased student academic achievement through improved instructional practices.</p> <p>Research supports professional development that:</p> <ul style="list-style-type: none"> ▪ Deepens teachers' knowledge of content and how to teach students ▪ Helps teachers understand how students learn specific content ▪ Provides opportunities for active, hands-on learning

- Enables teachers to acquire new knowledge, apply it to practice, and regularly reflect on results with colleagues
 - Is collaborative and collegial
 - Is intensive and sustained over time
- (Darling-Hammond, 2009)

Professional development opportunities which support the development of pedagogical skills and professional growth include the following examples:

- In school professional development sessions
- Central/District/Network professional development workshops
- Inquiry Meetings
- Grade Team Meetings
- Classroom Modeling/support from expert coach or consultant
- Participation in professional organizations
- Pre & Post Observation Meetings
- Collaborative Planning
- Curriculum Writing
- In-Service Courses
- Mentoring a new teacher
- Professional Conferences
- Classroom Inter-visitation
- State Assessment Training/Analysis
- Summer Institutes
- Self/Group assessment using Danielson *Framework for Teaching*
- ARIS Learn supports
- Group lesson plan development

3. Professional Development Goals:

- Faculty will be able to describe and implement improved instructional practices through utilizing the Danielson *Framework for Teaching* when reflecting on and discussing the impact of teaching on student learning and achievement.
- Faculty will develop improved analytical skills to understand student achievement data and utilize results of periodic assessment to shift instruction to ensure all students learn.

Faculty will develop and demonstrate enhanced content knowledge by challenging students with rigorous instruction through successful implementation of the Common Core Learning Standards.

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.

Stakeholders including selected teachers and administrators formed the MOSL committee and met on at least four instances to select school wide assessments. The results were analyzed in teacher teams and used for planning professional development and designing curriculum. All stakeholders received training in the administration and analysis of the MOSL assessments.

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	\$153,106	X	Pg 10,13,17,20,22
Title I School Improvement 1003(a)	Federal	\$213,038	X	Pg 10,13,17,20,22
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,633,068	X	Pg 10,13,17,20,22

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) Template

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting 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 351
School Name ROCKAWAY COLLEGIATE HIGH SCHOOL		

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 Ms. Carol Ying	Assistant Principal Ms. K. atrina Brave
Coach Ms. Linda Neslon	Coach
ESL Teacher Ms. Sorinica Robinson	Guidance Counselor Ms. Keri Bennett
Teacher/Subject Area	Parent Ms. Brenda Hopkins
Teacher/Subject Area	Parent Coordinator Ms. Nicola Fennel
Related Service Provider Ms. C. Centrone	Other Ms. V. Kahn, ESL Coordinator
Network Leader(Only if working with the LAP team)	Other Ms. Cooke, Dir.of Family Svcs

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	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	2
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)	395	Total number of ELLs	21	ELLs as share of total student population (%)	5.32%
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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														
Discrete ESL class										1	1	1	1	4
Discrete ESL class														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	395	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	5
SIFE	5	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	7

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	11	3	3	3	1	1	7	1	1	21

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	11	3	3	3	1	1	7	1	1	21
Number of ELLs who have an alternate placement paraprofessional: _____										

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													NA	0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	5	2	0	11
Chinese										2	0	0	0	2
Russian														0
Bengali										0	1	0	0	1
Urdu														0
Arabic										0	3	0	0	3
Haitian										0	0	0	1	1
French														0
Korean														0
Punjabi										1	1			2
Polish														0
Albanian														0
Other											0	1		1
TOTAL	0	7	10	3	1	21								

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	2	0	0	3
Intermediate(I)										1	4	2	0	7
Advanced (A)										5	4	1	1	11
Total	0	7	10	3	1	21								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										0			

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	4				4
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2	0	2	2					6

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	0	0	0	0
Integrated Algebra	9	0	2	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	7	0	1	0
Physics	0	0	0	0
Global History and	1	0	0	0
Geography	0	0	0	0
US History and	7	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	3	0	0				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
In reference to assessing the early literacy skills of our students, Rockaway Collegiate High School uses the NYSITELL: New York State Identification Test for English Language Learners who are test eligible at admission according to the HLIS: Home Language Survey and Parent Interview. The data from this assessment informs us as to the ESL level of our students: Beginning, Intermediate, Advanced or

Proficient. For the 2014-2015 school year we have 3 Beginning students, 7 Intermediate students and 11 Advanced students. An analysis of years in an English Language School System notes that 14 out of 21 ELLs, 67%, are here six years or less. We have 7 long-term ELLs here six or more years. These data inform our school's instructional plan for these entitled students. Patterns across the NYSESLAT modalities indicate that our students need continued work in reading and writing. For those students with a home language of Spanish, we also administer the Spanish LAB on admission, and this informs us as to the student's literacy skills in the native language, a very important assessment for instructional planning for these students. Research has shown that strong literacy skills in the native language/L1 transfer to the second language/L2 and are a positive indicator for academic success.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across the proficiency levels indicate that our students need continued and rigorous work in reading and writing, grade appropriate instruction, Regents prep, etc. The students generally score well on the listening and speaking subtests of the NYSESLAT with the exception of our newest admits who scored 000 on the prior LAB and scored 003 and 006 in the speaking subtest of the latest NYSESLAT. For our continuing tenth, eleventh and twelfth grade ELLs, data patterns show growth in LAT total score for 16 out of 21 ELLs, 4 students do not have 2013 and 2014 scores and only one student showed a decline in total score. In analyzing the data, 3 students progressed from Intermediate to Advanced and 6 students retained the proficiency level of Advanced. The Spring 2015 administration of the NYSESLAT will offer more data for analysis.
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](#))
Patterns across the NYSESLAT modalities indicate that our students need rigorous instruction in order to improve specifically in the reading and writing modalities. Instructional decisions would include incorporating all four language skills in all English as a Second Language class lessons as well as in English Language Arts classes with an emphasis on developing strong reading and writing skills. Our plan is to use the AMAQ estimator to analyze this data. As we currently have a population of 21 ELLs we plan to avail ourselves of the use of the AMAQ indicators. AMAQ #2 addresses the percentage of students achieving proficiency, for example we have 5 students who achieved proficiency on the Spring 2014 NYSESLAT which would be 27.7%, meeting the yearly AMAQ for the prior school year.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Rockaway Collegiate High School currently has an English as a Second Language Program as we have 21 ELLs from 8 different language groups. Patterns across the grades indicate that our Beginners are in grades 9 & 10 with 5 Intermediate students and 9 Advanced students. In grades 11 and 12 there are no Beginner levels on the NYSESLAT, grade 11 has 2 Intermediate and 1 Advanced as Grade 12, Advanced proficiency levels. Periodic Assessments are prepared by the classroom ESL teacher and are used to inform instruction, guiding planning and skills development in the four modalities. We do not currently use NYC DOE periodic assessments but formative assessments prepared by the ESL classroom teacher. Native language is used as support as we do not currently offer Native Language Arts.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions, for example, offering the correct number of instructional hours due to the stage of language development which could be beginning, intermediate or advanced. We also offer continuation of modifications for 2 years after our students achieve proficiency in the "new" language. Wherever possible, native language support is offered. Academic vocabulary development is critical in second language development and we offer extensive glossaries of academic content area vocabulary. Second language development is also considered for grouping for instruction and differentiation.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To evaluate the success of our program, "data drives instruction," and an analysis of the data informs us as to the progress our English Language Learners are making and helps us evaluate the success of our program for ELLs. For example, we have seen growth on the NYSESLAT and are offering Regents preparation classes for our ELLs as well. As we are now in our fourth year as a new school, and

have a complete complement of grades 9-12, Regents data this year and for 2014-2015 will help us evaluate the success of our program for ELLs. We disaggregate the data on the NYSESLAT, analyzing the modalities, and also look at the total score and growth. RCHS' plan is to meet our AYP for our ELLs. Success for our English Language Learners is not just success on examinations, but a continued growth of language acquisition, increase in social and academic vocabulary, participation in all school programs, extracurricular activities, cultural awareness, classes in government, and inclusion in the entire school community. These are objective measurements and subjective evaluations, ensuring that our English Language Learners achieve success.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

Student's eligibility for NYSITELL testing (which began in February of 2014) is determined by the assessment of the HLIS in conjunction with the oral interview of the student and parent conducted at admission by a licensed pedagogue. "Per NYSED policy, parents of all new first time entrants are required to complete the Home Language Identification Survey (HLIS) to identify the primary language the student speaks at home and to determine the need for NYSITELL testing. The HLIS includes a written survey and interview with the parent and child." (Assessment memorandum #2) A licensed pedagogue, for example the school's ELL coordinator, Ms. Kahn, will complete the form with the parent.

We follow the "New York State LEP Identification Process," which involves (1) screening, (2) initial assessment, (3) program placement, and the (4) annual assessment. The first step is administering the Home Language Questionnaire, the HLIS. If it is determined that the home language is other than English, according to guidelines for the HLIS, an informal interview is conducted in the Native Language and English. If the student speaks a language other than English, or speaks little or no English, and as determined by responses on the HLIS, the NYSITELL: New York State Identification Test for English Language Learners (English) is administered. According to guidelines, Rockaway Collegiate High School ensures that all new admits who are NYSITELL eligible are tested within 10 school days and that the answer grids are scanned into ATS. If the student scores Beginning, Intermediate or Advanced Level the student is identified as LEP, an English Language Learner (ELL). We then administer the LAB (Spanish) if the home language is Spanish (SP). The NYSITELL and LAB (Spanish) are on-going tests during the school year for our new admits, code 58s. We scan the NYSITELL to ATS and hand score the Spanish LAB immediately and the Spanish LAB is sent in to scanning at our Borough Assessment Office a specified number of times per year (e.g., 2) per Memorandum #2, 2014-2015, New York City Department of Education. As our ESL Coordinator, Ms. Kahn attended the Spring 2014 training for the NYSITELL and NYSESLAT, ensuring that we will be familiar with the scoring required for the NYSITELL.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Rockaway Collegiate has structures in place to ensure parents understand all three program choices. We show parents the Parent Orientation Video at admission and describe the three programs offered in New York City, Transitional Bilingual, Dual Language and Free-Standing English as a Second Language/English as a "New" Language. Parents have the opportunity to ask questions. After the parent has learned about the 3 programs and has made a selection for the ELL program for his or her child, we discuss the program we currently have at RCHS. We explain to our parents that since we do not have 20 or more ELLs in any single grade,

and that we currently have 21 ELLs from 8 different language groups, we do not have sufficient numbers to create a Bilingual Program as per CR Part 154. RCHS also does not have a Dual Language Program and entitled students would then be placed in our Free-Standing ESL Program at RCHS after being offered the three choices with the option of transfer. We explain the transfer option if they select a Bilingual or Dual Language Program. Also, we keep records so that we can notify parents when the program of choice might be available in the future. Parent program options are honored, we ensure that our parents are aware of the program choices and ensure their options are honored. Parents can meet with our Director of Family Services, our Parent Coordinator and/or our ESL Coordinator. This is an on-going communication with parents and the staff at RCHS, the timeline is the entire school year.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

RCHS ensures that entitlement letters are distributed and that Parent Survey and Program Selection forms are returned, secured and stored. If results on the NYSITELL indicate a student is identified as an ELL, an initial placement letter (C: Entitlement letter) is sent to the parent. Students sign for these letters on a "Document Sign-Off Sheet" and receipts are returned and kept on file in office 275M with our ESL Coordinator and in office 272 which houses student records, parent outreach and attendance. Students are given a certificate upon return of the parental notification letter to ensure compliance. In order to communicate with parents the following parental notification letters are distributed, receipts collected and copies kept in the school as stated above, and offered in translated versions: C: Entitlement Letter, D: Parent Survey and Program Selection, E: Non-Entitlement Letter after a Proficient (Pass) on the NYSITELL, F: Placement Letter, G: Continued Entitlement Letter, H: Non-Entitlement Transition after first Pass/Proficient on the NYSESLAT. As stated in this document, if a parental notification letter is not returned, the default program for ELLs at Rockaway Collegiate High School is ESL as per CR Part 154 since we do not have sufficient numbers of one language group to form a Bilingual Program at this time. RCHS is now in its fourth year, with grades 9, 10, 11 and 12, students with continued entitlement are continuing in the program, and we have had only one new code 58 admit this year, who had a Home Language of English only.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The above mentioned criteria for ELL identification from the New York State Education Department are used to identify our English Language Learners. We offer a transfer option if the parent selects a Bilingual Program and after parent selection we explain that due to our demographics at this time RCHS has an ESL Program. As parental choice is honored, those students identified as ELLs at RCHS are placed in our ESL Program, as that is our current program. If our number of entitled students change by language we will ascertain if we can open a Bilingual Program. As of this writing we do not have sufficient numbers in any one language group to meet the criteria for forming a Bilingual Program. Parents may consult and communicate with the school in their native language; we have speakers of Spanish, Haitian and French on staff, and can access the NYCDOE Translation and Interpretation Unit for immediate translation of low incidence languages for our school.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The annual assessment is The New York State English as a Second Language Achievement Test, the NYSESLAT, administered every spring. This test consists of Listening, Reading, Writing and Speaking subtests. The next administration is in the Spring of 2015. (The speaking subtest begins in April and the listening, reading and writing subtests are administered in May). We ensure that all four components of the NYSESLAT are administered per NYSED and NYCDOE guidelines, with each subtest of listening, reading and writing administered on a separate day in May during the test administration period, and the individual speaking subtest administered one-on-one by a licensed ESL teacher using the NYSED scoring guide and sheet. We also schedule make-up testing time for those students who might have missed one or more of the subtests of the NYSESAT during those testing dates. We ensure that all testing is completed within the mandated testing dates and follow all guidelines provided in the Test Memorandum and Directions for Administrators. The first step is to identify which students are eligible for NYSESLAT testing. We use NYCDOE ATS reports such as the RLAT, the RLER, and the RMSR which offers NYSITELL and NYSESLAT test eligible students in the ATS menu. We administer the NYESLAT to all our entitled students who have been identified as English Language Learners and are being served in RCHS' ESL Program. The results of this test are usually available from the New York State Education Department and released by the NYCDOE in August, and are instrumental for student placement for the following school year. Our ESL Coordinator obtains the scores in the summer, or as soon as released, for programming consideration for the following school year. Students remain identified as English Language Learners, receive all mandated units of ESL, and participate in our Free-Standing English as a Second Language program, and, as of this writing (we monitor our new admits to see if we can form a Bilingual Program or if a Dual Language Program might be initiated in the future), until they receive a "P" Proficient (Pass) on the latest administration of the NYSESLAT. Rockaway Collegiate High School takes proactive steps to ensure that all sections of the New York State English as a Second Language Achievement Test are administered to all ELLs every school year.

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

Rockaway Collegiate High School is now in its fourth year, students with continued entitlement are continuing in the program, and we have only had one new admit, code 58 this year with a HLIS of English. The current total number of ELLs in our building is 21 representing 8 home languages: Spanish, Arabic, Haitian, Bengali, Punjabi, Mandarin, Chinese and Fulani. In reference to trends in parent choice, our students are continuing ESL students and the parents received continued entitlement letters for 2014-2015. No parent requested a programmatic change nor chose a transfer option. The continuing, current ELL population received NYCDOE/Office of English Language Learners letter G: Continued Entitlement in the language they understand and in English. So the trend here at RCHS is selection of the ESL Program. This ensures that the program model has been aligned with our parent requests. As we will analyze this data every school year, and on an ongoing basis, we monitor trends in parent choice. This will surely inform our future programming at Rockaway Collegiate High School.

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])?

Rockaway Collegiate H.S., 27Q351, currently has 21 English Language Learners in grades 9, 10, 11 and grade 12. These students represent 8 different languages in our free-standing ESL program. The ESL classes are heterogeneous, containing mixed proficiency levels. The organizational model is individualized; where students travel to ESL, and to their content area classes according to their specific program, for example, English Language Arts, U.S. History & Government, Global Studies, Living Environment, Chemistry, Physical Setting/Earth Science, Integrated Algebra, Algebra 2/Trigonometry, and Geometry as well as Physical Education. Our ELLs also attend an additional class, for example, Theater Arts, Chorus, Band, Film, Dance, Mathematics, Technology and Chemistry Regents Prep. RCHS also has an extensive sports program including softball, football, soccer, baseball, lacrosse, etc. in which all students, as well as our ELLs, participate
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- b.
- c. Students receive the mandated number of periods of ESL determined by their level on the NYSESLAT (we provide 4 periods of ESL and 5 periods of ELA for the LAT Advanced students, 8 periods of ESL for the LAT Intermediate level students and 12 periods for Beginning level students, we currently only have 3 beginning level students). This organization ensures that the mandated number of instructional minutes is provided according to the students' proficiency levels in each program model.

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

Instruction is in English in our Free-Standing ESL program, native language support is offered as needed. The content areas in our English as a Second Language program are provided in English, with support offered by the ESL teacher, including use of bilingual dictionaries and glossaries, materials in the native language, and linguistic grouping by levels. The ESL teacher differentiates instruction in the classroom, and provides scaffolding, based on level of linguistic acquisition. For the 2014-2015 school years there is application of the Common Core State Standards for English Language Learners: all students are held to the same high expectations with our ELLs offered additional time (as a test modification, for example), appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. The Common Core State Standards provide rigorous grade level expectations in the 4 language acquisition areas of listening, speaking, reading and writing. For example, in mathematics, ELLs are "capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms - such as objects, drawings, inscriptions, and gestures - as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language." (The National Governors Association Center for Best Practices and the Council of Chief State School Officers).

Rockaway Collegiate High School's instructional approaches and methods enrich language development and make content comprehensible for our English Language Learners. Scaffolding offers teacher support for learning through instruction, modeling, questioning, and feedback. Language development is enriched by our stress on the acquisition of academic language; this is provided in all subject areas. Instruction for ELL subgroups is differentiated by the ESL teacher and content area teachers, based on the particular lesson. Data drives the instruction in ESL with the LAT results and the LAT Modality Report, providing levels B (Beginning), I (Intermediate), A (Advanced) by sub-tests, and the latest NYSED (New York State Education Department) test results providing data for grouping and addressing student's individual needs. RCHS teachers all have access to all data, have a data folder and the information is updated as necessary. 66.7 % of the ELLs at RCHS are here 6 years or less, we have data from our feeder schools, and we have NYSITELL results for our new admits to the NYC school system.:

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

As we do not have a bilingual program at this time, students do not participate in native language arts. We do however offer Spanish LOTE classes to our students and ELLs are included in these classes. We also have Spanish and French speaking staff members who may use the native language in informal assessments during the school year. Students are offered translated materials which will enrich their reading skills in the native language. We plan for our ELL students to participate in language classes that may lead to Regents Examinations and/or city-wide assessments in the native language (LOTE) offering instruction and on-going evaluation during the school year.

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.

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

Our plan for SIFE (Students with Interrupted Formal Education) students begins with the identification and screening of students who enter as new entrants to the New York City Public School System, code 58's, with a HLIS (Home Language Information Survey) of a language other than English (OTELE). A thorough review of the HLIS, particularly page 2, which informs us of prior schooling experience, and the parent interview, gives us background information as to how to best assist these students. In the 2014-2015 school year we currently have 5 identified SIFE English Language Learner (ELL) students who continue to progress. Three students achieved an "A", Advanced on the Spring 2014 NYSESLAT and two students scored "I" Intermediate." They have shown growth: for example a student progressed from beginning to intermediate, from a total score of 34 in 2013 to a total score of 57 in 2014, an advanced student scored a total of 93 in 2014, up from 76 progressing from intermediate to advanced with the greatest improvement in listening and speaking as would be expected for a beginning level ESL student. We will continue to service these students in ESL and offer one-on-one tutoring for the three beginning students identified this year, one ninth grader and two tenth graders. Teacher assessment of skills, and appropriate grouping for instruction, is crucial as the content area teachers report our students will be taking Regents Examinations in January 2015 as well as in June 2015 and in the 2015-2016 school year. Our SIFE students continue to progress and teachers utilize strategies to increase their English language proficiency, scaffolding, using visual support, graphic organizers, etc. The use of the SMART board in our classes offers visual support for our ELLs. Our plan is to acquire content area materials for our SIFE students and our ELLs. All of our English Language Learners are entitled to test modifications, including extended time, special location, use of bilingual glossaries, and translated versions of exams.

Our newcomer ELLs in the ESL Program receive differentiated instruction, teacher and native language support, and all aforementioned interventions. ELLs receiving service for 4 to 6 years attend our ESL program with our ESL teacher, Ms. Robinson. There is grouping by level and grouping by years in an English Language School System (ELSS). The students use individualized computer programs with high interest, as well as the SMART board and applications available for ESL instruction. Utilization of technology, as an example the SMART board, offers instruction and strategies appropriate for those students receiving services 4 to 6 years. We currently have 7 Long-Term ELLs, here more than 6 years. The priority for these students, many whom have excellent speaking and listening skills, is to utilize high interest reading materials and offer instruction in the writing modality, the writing process and providing numerous opportunities for expression in writing. In reference to former ELLs, they are offered all testing modifications for the year after receiving proficiency and the year subsequent, a 2-year extension of modifications as per the State Education Department. We offer transitional services, continuing to provide glossaries, special materials, and conferencing with our ESL Coordinator.

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

ELL students with an IEP are in our ICT setting. We continue to develop techniques to effectively teach these students in a co-teaching model. Teachers co-plan and explore curriculum topics, units, logistics and individual student matters. They have prepared an extensive co-teaching handbook. Each one of the RCHS Lesson Planning Templates for Differentiating for integrated co-teaching has a dedicated area for differentiated planning on the lesson planning template for ELLs. We have 5 IEP/ELLs at Rockaway Collegiate High School. These students are placed in the least restrictive environment; they are in collaborative team-teaching classes.

ELLs with IEPs (Individualized Education Plans)/SWD are serviced by licensed content area teachers and teachers of students with disabilities in a collaborative team-teaching setting, the least restrictive environment. Grade level materials are used that provide all access to academic content areas with an emphasis on the acquisition of an academic vocabulary and English language development. The ESL teacher confers with this team to plan for the diverse needs of this particular school population incorporating the spirit of team planning in ESL lessons. We currently have 5 students who are ESL students and who have an IEP for the 2014-2015 academic school year who participate in this model.

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

Our ELL-SWD students achieve their IEP goals with the instructional flexibility of an effective co-taught classroom. The teacher delivering the content is the "content specialist," and the teacher co-teaching in the content in the "learning specialist." This second title focuses on the role of the teacher enhancing the classroom environment. These students are well on their way to achieving proficiency as all 5 of the students with an IEP have scored "Advanced" on the NYSESLAT. Of the students who have both a 2013 and 2014 NYSESLAT score, all have made great strides with the goal of achieving proficiency. Every student showed growth in total score on the NYSESLAT, from a gain of 7 points to 17 points in one academic school year.

Courses Taught in Languages Other than English 

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

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

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

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

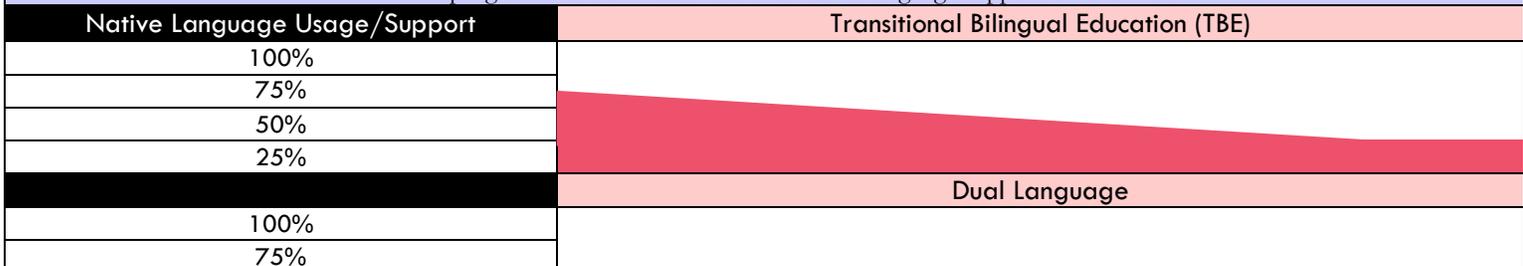
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Rockaway Collegiate High School has targeted interventions programs for ELLs in ELA, math, and content area studies. As we currently have 21 ELLs these interventions are for our current grades 9, 10, 11 and 12. Our ELLs are comprised of subgroups Advanced= 11 students, Intermediate= 7 students, and Beginning= 3 students. In English Language Arts and ESL we offer differentiated instruction to support the different learners in a class. We have an extended day test prep from 2:30-4:30 twice a week and a Saturday program which gives our ELLs an opportunity to improve their English language acquisition with more exposure to English. They are supported by faculty who speak Spanish, Haitian Creole and French. RCHS offers inquiry based instruction, small group tutoring, a Saturday Program, and Regents test prep. Every ELL student has been given a comprehensive Glossary of Terms for the content area in his or her native language. We offer intervention services in Spanish, French and English. We also offer continuing transitional support for ELLs reaching proficiency on the NYSESLAT. For the 2014-2015 school year we have 12 students who fit this criterion. They meet with the ESL coordinator for feedback on success in academic subjects, are offered assistance as needed, and are offered all testing modifications per the NYSED guidelines including the continuation of test modifications for those students who are "Proficient/Passed" the NYSESLAT in 2013 and 2014. We also currently have 5 ELL students at RCHS with IEPs, targeted interventions include ICT classes with a co-teaching model and those who require mandated counseling services meet with the social worker and/or guidance counselor for individual and group counseling once or twice a week as per their IEPs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- RCHS considers our ESL program to be effective as we evidence growth in English language acquisition not only on the NYSESLAT but on formal assessments and informal assessments of our students. We also feel that the inclusion of our ELLs in all school initiatives indicates success for our current program. We strive to meet the needs of our ELLs as they develop in the content areas as well. Although we have not seen much success for our ELLs on the rigorous Regents Examinations, we have had some students pass the exams in Integrated Algebra and Living Environment. We will continue to offer test prep, all interventions outlined in this report, and strive to meet the needs of our ELLs in content and language development.:
11. What new programs or improvements will be considered for the upcoming school year?
- Our ESL Program continues to grow as our school grows, we are now in our fourth year. New this year is grade 12 with our very first graduating class. Improvements that we are considering are the acquisition of new textbooks and bilingual glossaries and dictionaries. We also have many new programs this year such as Visual Arts, Music Survey, Theater Arts, Dance, and extensive math and science programs. We have advisory classes where the students' voices are heard, our ESL students are grouped in this advisory class. Our students will be participating in many sports activities: wrestling, softball, bowling, soccer, football, baseball, lacrosse, basketball and a 9th grade Camp Ramapo retreat, a 10th grade over night college tour and an 11th grade two night college trip. There are also special activities planned for our grade 12 senior class. There are monthly school wide local college tours. Our ELLs participate in all these activities offering them ways to increase English language acquisition, social and academic vocabulary, and to participate in cultural activities.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan to, at this time, discontinue any services as our ELL population has remained stable. As previously stated, we have 21 ELLs across four grades and eight language groups so we will not discontinue our ESL Program or add a Dual Language or Bilingual Program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- A review of school programs shows that our ELLs are afforded equal access to all school programs. They participate in a rigorous school day of academic content area courses and music, art, physical education, etc. Our ESL entitled students attend the mandated number of periods of ESL to meet New York State guidelines. They participate in school trips, after-school activities and sports, credit recovery, Regents test prep, and have supplemental services provided by our ESL Coordinator. A review of the latest NYC Department of Education School Survey stated that there is a consensus among the teachers at Rockaway Collegiate High School that, "My school ensures English Language Learners receive the same curriculum as their non-English Language Learner peers with appropriate supports, i.e., scaffolds, native language, and culturally responsive instruction." This is a testimony to how RCHS affords our ELLs equal access to all school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs are bilingual dictionaries, glossaries, content area textbooks, ESL teacher prepared

materials, ESL texts, novels, short stories, articles, newspapers, SMART boards, ESL websites and listening skills materials, CDs, dialogues, data projectors, computers, scanners, and printers are all used to support our ELLs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Rockaway Collegiate currently has an ESL Program and native language support is provided by the classroom teacher, use of bilingual glossaries and dictionaries, and work with the ESL Coordinator. We also have staff members teaching the content areas who are bilingual who offer native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Required services and resources correspond to ELLs ages and grade levels. Our ELLs are placed in an age appropriate setting so they receive the content area instruction all students their age receive. They utilize all the resources available to RCHS. In particular, our advisory program is a great support for our ESL students as well as rigorous ELA, ESL and mathematics instruction. We provide an extended day with review for the Regents Examinations offering our students support to pass these exams. As our school has grown, we have exciting and challenging programs such as Dance, Film, Chorus and Theater and Visual Arts. Our guidance counselor is Spanish speaking and as 11 of our 21 ELLs have a home language of Spanish this is a great support for our students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled ELLs participate in our July Orientation Program, an activity that takes place before the beginning of the academic school year, and students are provided with much information about RCHS and school programs. As for students that enroll throughout the school year we have newly created a "Student Orientation Committee." This committee is made up of current ELL/ESL/ENL students who serve as student tour guides and buddies for newly enrolled students. The newly enrolled students also meet with the ESL Coordinator to obtain materials in the native language and for any support they need in an "open-door" policy. We encourage our newly enrolled students to feel welcome and know they will receive the assistance they need when they need it.
18. What language electives are offered to ELLs?
ELLs are offered language electives at RCHS. These include the former study of French and current Spanish classes. They also use extensive language skills, skills in listening, speaking, reading and writing, in other elective classes, for example chorus, visual arts, dance, film, theater arts and in elective Regents prep classes. These elective classes offer language development as well as being of high interest for our ELLs.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

The ESL/ENL/ELL Department also provides training towards the mandated hours during RCHS Professional Development sessions, for example, strategies to work with ELL students in mainstream classes. There is also co-planning, co-teaching and feedback on how our ELLs are progressing. We currently have 21 ELLs in our ESL program, they are in 4 different grades, seven 9th graders, ten 10th graders, three eleventh graders, and one twelfth grader, so there are grade Professional Development and subject area Professional Development meetings which always include school personnel working with English Language Learners.

Our goal at RCHS is "to college and beyond," and our professional development activities support this for our English Language Learners. Our school questionnaire, the NYC Learning Environment Surveys 2013-2014, reflects the satisfaction of teachers with the professional development program at Rockaway Collegiate HS evidenced by 100% of teachers who agree that, "professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated." Other statements also support our PD program, 100% agree "my professional development experiences this school year have included opportunities to work productively with colleagues in my school." We strive to monitor and add to our professional development menu throughout the school year, being proactive and providing a professional development plan for ELL personnel and staff, including non-ELL teachers, that meets the needs of our school community. Rockaway Collegiate High School has made the professional development component an integral part of the school culture.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

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

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

E. Additional Information

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

Rockaway Collegiate High School is now in its fourth year, now a high school with a complete complement of grades 9-12. We currently have 21 English Language Learner students representing 8 different language groups: Arabic, Bengali, Chinese, Fulani, Haitian, Mandarin, Punjabi and Spanish. These students are showing great progress. An analysis of those students with both a 2013 and 2014 NYSESLAT score show that 94.1% made gains in the total score on the NYSESLAT. One student, 5.8%, did not show growth in this score. We have seen some small growth and some outstanding gains. What is unique to our school is the new congeniality being formed among our various and varied background ELLs. We are instituting a "Student Orientation Committee," made up of our ELLs from different language groups, to act as buddies and tour guides for brand new code 58 admits who are identified as English Language Learners. We are expanding programs for all students, including ELLs, in Visual Arts, Dance, Film, Chorus, I Zone, marine biology and many other advanced courses and sports activities. We have advisory classes where the students' voices are heard with a special ELL/ESL advisory group. Our motto is "To College and Beyond," and we provide college visits for our 9th, 10th, 11th and 12th grade classes.

And, as previously stated in our school survey, our teachers agree that Rockaway Collegiate High School ensures that our English Language Learners receive the same curriculum as their non-English Language Learner peers with appropriate supports of scaffolds, native language, and culturally responsive instruction." 100% agree that our school sets high standards for student work, has clear measures of progress for student achievement throughout the year, and does a good job of supporting students who are at risk for dropping out. We will monitor our ELLs closely and look forward to continued growth for the 2015-2016 school years. We have also just been announced by the New York City Department of Education as a "Community School," for 2015-2016. Rockaway Collegiate High School and Partnership with Children

*Curriculum development, professional development, academic counseling, home visits, teacher collaboration activities, leadership and positive decision-making skills, mental health services

* Partner with knowledge of local community and needs, and strong targeted services for students and families

*Staff professional development, adult-student mentoring, tutoring and after-school programming, college awareness, family engagement and school events, mental health and social services

We are looking forward to the implementation of Rockaway Collegiate HS as a Community School and all the support in this upcoming partnership.

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

Part VI: LAP Assurances

School Name: Rockaway Collegiate HS

School DBN: 27Q351

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Robert Young, Jr.	Principal		10/25/13
Ms. Katrina Brave	Assistant Principal		10/25/13
Ms. Rosemarie Chiamonte	Parent Coordinator		10/25/13
Ms. Sorinica Robinson	ESL Teacher		10/25/13
Ms. Brenda Hopkins	Parent		10/25/13
Ms. Katelynn Walsh/English	Teacher/Subject Area		10/25/13
Ms. Carol Centrone/IEP Teacher	Teacher/Subject Area		10/25/13
Ms. Linda Nelson	Coach		10/25/13
Ms. Mary Sayers, ISA	Coach		10/25/13
Ms. Keri Bennett	Guidance Counselor		10/25/13
	Network Leader		1/1/01
Ms Vivian Kahn	Other <u>ESL Coordinator</u>		10/25/13
Ms. Jennifer Cooke	Other <u>Dir. Family Services</u>		10/25/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q351 School Name: Rockaway Collegiate High School

Cluster: 4 Network: 404

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

Part A: Needs Assessment Findings

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

Data used to assess our school's written translation and oral interpretation needs include a review of the Home Language Information Survey (HLIS) and ATS data, which indicate the languages spoken at home. Specifically, we run the ATS report RPOB, the Place of Birth Report, by home language indicator. This tells us all the home languages at RCHS. We currently have 13 home languages of all students: English, Arabic, Bengali, Chinese, French, Fulani, Haitian, Ibo, Mandarin, Punjabi, Russian, Spanish and Vietnamese. Students identified as English Language Learners (ELLs) have 8 home languages: Spanish (11 students), Arabic (3 students), Chinese(1 student), Mandarin (1 student), Haitian (1 student), Fulani (1 student who also speaks French), Bengali (1 student), and Punjabi (2 students). Disaggregated data is also available in our school's Language Allocation Policy document. Our Parent Coordinator, Ms. Nicola Fennel, and our Director of Family Services, Ms. J. Cooke, will also be consulted as to the needs of Rockaway Collegiate High School and translations. Our Parent-Teacher Association will have input into this process. At admission our students have their parents complete and return a form indicating the language in which they want to be informed. A school-wide survey may also be sent home with the students as a needs assessment. The New York City Department of Education provides written translations of city-wide letters sent home to parents. Requests by staff are immediately addressed and RCHS ensures our parents are provided all information in a timely manner in the language they understand.

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

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

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

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.

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

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

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

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

Rockaway Collegiate High School will fulfill Section VII of CR A-663 which specifies notification requirements for translation and interpretation services. Our main office, F272, houses our Family Services office and our Parent Coordinator, Ms. Fennel, office F274, deals with Parent Outreach. We assist a parent whose primary language is a language other than English and who may need language assistance services. Signs are provided in the covered languages indicating the availability of interpretation services. We currently have faculty members who speak Spanish, French, Italian, Romanian, and Haitian. We can also obtain translations of parental notification letters from the DOE website. We utilize the Department of Education's website for information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. Those notices particular to our school can be sent to the DOE Translation and Interpretation Unit for translation in targeted languages and/or translated by our faculty. We also notify parents and staff that over-the-phone interpretation services are available to all New York City Department of Education schools and offices. These hours are extended during Parent-Teacher Conferences and can be accessed at 718-752-7373 ext. 4.