

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M552

School Name:

GREGORIO LUPERON HIGH SCHOOL FOR SCIENCE AND MATHEMATICS

Principal:

FRANCISCA LOPEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: GREGORIO LUPERON HIGH SCHOOL School Number (DBN): 06M552
9-12
Grades Served:
School Address: 501 WEST 165TH STREET; NEW YORK, NY 10032
Phone Number: (212) 928-1202 Fax: (212) 928-1378
School Contact Person: FRANCISCA LOPEZ Email Address: FLOPEZ2@SCHOOLS.NYC.GOV
Principal: FRANCISCA LOPEZ
UFT Chapter Leader: JAKOB CLAUSEN
Parents' Association President: JULIAN SOSA
SLT Chairperson: ALEXANDRA VASQUEZ
Title I Parent Representative (or
Parent Advisory Council
Chairperson): ANA SANTOS
LEDA OBERGH
Student Representative(s):

District Information

District: 06 Superintendent: DONALD CONYERS
335 ADAMS STREET Room 504 FLOOR; BROOKLYN, NY 10201
Superintendent's Office Address: DConyer@schools.nyc.gov
Superintendent's Email Address:
Phone Number: (718) 923-5124 Fax: (718) 923-5145

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: YUET CHU
333 7TH AVENUE; NEW YORK, NY 10001
Director's Office Address:

YCHU@SCHOOLS.NYC.GOV

Director's Email Address:

(212) 356-7564

(212) 356-7546

Phone Number:

Fax:

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
FRANCISCA LOPEZ	*Principal or Designee	
JAKOB CLAUSEN	*UFT Chapter Leader or Designee	
JULIAN SOSA	*PA/PTA President or Designated Co-President	
CARLOS SUERO	DC 37 Representative (staff), if applicable	
ANA SANTOS	Title I Parent Representative (or Parent Advisory Council Chairperson)	
LEDA OBERGH	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cheison Pulinario	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
JUANA CEDANO	Member/ PARENT ASSOCIATION	
YUDERKA RAMIREZ	Member/ PARENT ASSOCIATION	
ANA TEJADA	Member/ PARENT ASSOCIATION	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/ PARENT ASSOCIATION	
	Member/ PARENT ASSOCIATION	
	Member/ PARENT ASSOCIATION	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

MISSION STATEMENT:

Gregorio Luperon High School aims to nurture and challenge students to high standards of scholarship and leadership in both Spanish and English. We strive to foster an environment of academic excellence aimed at contributing to our society by producing and promoting highly competitive students with the skills to succeed in college and beyond.

BRIEF DESCRIPTION ABOUT LUPERON HIGH SCHOOL:

At a moment when public education is undergoing a process of profound change, we at Luperon aim to become a well-established and widely-recognized bilingual academy, serving ELL student in grades 9-12. Since its move in 2008, Gregorio Luperon has occupied a state-of-the art new building located in the heart of Washington Heights. It serves newly-arrived students, ages 14-18, who have completed at least eight years of education in their native countries. As a high school for new immigrants, we also take students from junior high and Intermediate schools who have been in the country for fewer than two years.

The school offers a strong curriculum in science and mathematics. Students are required to complete 8 credits in science and mathematics. In addition, students are exposed to college level courses such as the following Advanced Placement examinations in Calculus, Computer Science, Physics, Biology, US History, Spanish Language, Spanish Literature and Music Theory.

Our day consists of twelve forty-minute periods. All classes meet for a double period following an A/B schedule. The students receive a program that them from content-area classes with foundational native-language support to a more English-dominant environment as upperclassmen. We also promote the Children First initiative by adopting a daily model that instills academic rigor, high accountability and improved student performance. Student attendance for the school year 2014-2015 stood at 91%, a testament to the strong community we have established.

STRATEGIC COLLABORATIONS AND PARTNERSHIPS:

- The school works closely with almost all the district offices of the Elected Officials
- We have a long and healthy tradition of collaboration with most of the CBOs established in the neighborhood, particularly with Children's Aid Society (CAS), The Dominican Women Development Center, Alianza Dominicana, The Association of Progressive Dominicans, and others.
- The school also works and had received donations and/or sponsorship with several cultural organizations such as the Citizen's Committee of New York, Ministry of Culture of the Dominican Republic, Tisch School of the Arts at New York University and the Theater Development Fund.
- The school has established a strong relationship with the 33rd Precinct. We have conducted three tournaments where students from the Basketball and Volleyball teams faced a team of Police Officers. A booth from the Army and the Air Force distributed information about opportunities in those fields.

POPULATION:

We have 491 students from grade 9 through grade 12. The school population is comprised of 0% Black, 100% Hispanic, 0% White, and 0% Asian students. The student body includes 90% English language learners and 1% special education students. Boys account for 46% of the students enrolled and girls account for 54%.

THE ELEMENTS OF THE FRAMEWORK FOR GREAT SCHOOLS (GAINS):

- Strong relationship with parents and the family of our students
- Collaboration among teachers is at its best moment
- The school represents a safe and trusted environment for the students and their relatives

THE ELEMENTS OF THE FRAMEWORK FOR GREAT SCHOOLS (FOCUS):

- As per the Quality Review, we will spend this year focusing on curricula alignment to the Common Core Learning Standards and content standards across all subject areas.
- Through pedagogical staff collaboration, we will work to emphasize rigorous higher order thinking skills across grades and subjects.

06M552 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	510	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	3	# Drama	N/A
# Foreign Language	16	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.5%	% Attendance Rate		90.1%	
% Free Lunch	96.5%	% Reduced Lunch		1.8%	
% Limited English Proficient	91.9%	% Students with Disabilities		1.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		0.2%	
% Hispanic or Latino	99.8%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	N/A	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	14.75	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.17	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.2%	Mathematics Performance at levels 3 & 4		69.8%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.5%	% of 2nd year students who earned 10+ credits		76.3%	
% of 3rd year students who earned 10+ credits	74.3%	4 Year Graduation Rate		55.9%	
6 Year Graduation Rate	82.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

The scarcity of written materials aligned to the CCLS in Spanish had made the transition quiet of a challenge for teachers and students in grades 9 and 10. Some of the inconsistencies found by the Reviewer are well understood by the school community. It is important to reiterate that we only serve newly-arrived Latinos and Latinas. Their challenges go far beyond the academics to involve an array of social-emotional issues such as depression, homesickness, anxiety, etc

The Quality Review reveals our weakness during the first two years. We did not dispute these findings but considered it one-sided since it failed to mention how well we do with juniors and seniors. For instance, the top students had traditionally manage to land at colleges like Bard, Cooper Union, Binghamton, Carnegie Mellon, etc. and 2 graduated from Columbia University and 1 from Harvard University.

Our priorities for this year are:

1. **To complete the horizontal and vertical alignment of the curriculum enabling teachers to engage in a rigorous and coherent lessons to increase students high order thinking.**

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, all unit plans will be horizontally and vertically aligned to guarantee an engaging, rigorous and coherent curriculum in all subjects for newly arrived Latino students.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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 activity/strategy?
An Action Planning Team will be created to work developing a common understanding about our school and its students.	The school administrators and one teacher per each department	August 2015–June 2016	The Principal
The Action Planning Team will develop the conceptual framework about how well we satisfy the academic needs of every student by creating a document detailing the essential learnings a student is required to master to be promoted to the next level	The Action Planning Team	August 2015-June 2016	The Principal
The Professional Development Team will conduct 10 sessions to foster an environment of professional growth aligned with the CCLS, Charlotte Danielson, The Framework for Great Schools and the last findings about ELLs.	Professional Development Team	August 2015-June 2016	Ms. Bharne

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>The Action Planning Team will engage in identifying grants; establishing a network of CBOs to provide services for and to our school constituents.</p> <p>The PD team will be granted with the freedom and the resources to guide the process of revamping instruction. The schedule allows for weekly meetings on Mondays. In addition, teachers will pick an advisory group (13 students) to track these students for 3 years.</p> <p>The bell schedule has been modified. Teachers will follow an A/B model teaching 6 periods (A days) and 4 periods (B days)</p>
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Quarterly, the Planning and the Professional Development teams will conduct a joint meeting to evaluate the progress made and to adjust the strategies being used. By mid-year we will have concluded the horizontal alignment of the curriculum across subject area

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The school environment is conducive to learning. Students are treated with a great sense of respect. We value their respective countries and cultural backgrounds. Students’ attendance is always high.

Students feel safe coming to school, so we must take advantage of the high attendance to challenge students to own their own learning.

- We will develop a comprehensive advisory curriculum that engage students in self assessment and challenges them to deepen their commitment to their education. This curriculum will ensure that all students have a consistent mentor on the staff who will help guide them to work career and college readiness.
- We will develop a college and career office that seeks out local opportunities for the students and identifies a target students for educational programs outside the school.
- We will create a college awareness program for grades 9 - 12 through the advisory class.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will participate in a year long college and career readiness advisory curriculum that allows them to explore post secondary options that meet their skills and interests.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>In early October we will meet with the parents of the senior class. A Team of five (5) lead teachers</p>	<p>Parents by cohort</p>	<p>August 2015-December 2016</p>	<p>Guidance Counselors, The College and Careers Team</p>
<p>By mid-November all parents will have an active online NYC Schools account.</p>	<p>Parents</p>	<p>August 2015-Nov. 2016</p>	<p>Parent Coordinator, Tech Coordinator and the APO</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The school administrators along with the guidance counselors and the PC will oversee the development of this initiative. All needed resources will be make available to assist them in accomplishing these goals.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By the second quarter (January 2016) these goals must be achieved.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

High school teachers have the tendency to isolate and to shield themselves behind the subject area they teach. Luperon is not an exception. However, teachers’ collaboration is at its best. One of the biggest successes, indicated in the QR, experienced this year was the creation of the Professional Development Team. A group comprises of a diverse population of teachers (experienced, mid-level and freshman) was able to galvanize around themselves the professional spirit of collaboration and openness of our teachers. There was an environment of sharing best practices, sharing lesson plans and resources, flexibility to do inter-visitations, video-taping and conducting open meetings for self-reflections and criticisms.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will be exposed to engagement strategies in all content-areas through well-planned teacher lessons.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<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>The Professional Development Team will work harder in guiding the conversation about adjusting the curriculum; rethinking lesson planning and delivery; and, using standard-based assessment. They will also be pivotal in helping our faculty to facilitate the process for our students to construct knowledge and to unlock the process for them to acquire the capacity to analyze, synthesizing and presenting. All of these must be done in combination with adjusting instruction to the taste and level of every individual learning styles.</p>	<p>All teachers</p>	<p>August 2015-June 2016</p>	<p>Ms. Bharne</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We are a conceptually consolidated school and funds will be used for any purpose allowable under the cost factor as long as they uphold the intent and purpose of each program.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>By February 2016 the PD Team has delivered 5 in-house professional development sessions.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Although the overall feeling of different constituencies about the Principal is positive, the academic progress of the school has declined consistently over the past three years. The quality of the graduates –judging by the university they are attending, has also declined. More students are enrolling in community colleges in the last three years than ever before. In addition, the most successful students continue to be the females and this represents an un-answered challenge.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Eighty percent of the 2012 cohort of students will fulfill graduation requirements by the end of August 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<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>The Principal will take responsibility for tracking the lowest third of the 2016 class.</p>	<p>The lowest third of the class (2016)</p>	<p>September 2015-May 2016</p>	<p>The Principal, school administrators and Guidance Counselors</p>
<p>Principal will meet with the most difficult students weekly</p>	<p>20 -25 students</p>	<p>All year</p>	<p>The Principal</p>
<p>Principal will conduct monthly informative meetings</p>	<p>All students</p>	<p>Monthly as of October 2015-May 2016</p>	<p>The Principal</p>
<p>The Principal will meet at least monthly with a team of teachers to plan the strategic educational plan of the school</p>	<p>7 teachers and 3 school administrators</p>	<p>monthly</p>	<p>The Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Funds will be used to provide students with Academic Intervention Services such as Saturday and after school tutoring, Regents preparation and credit recovery.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016 75% of the participants have had develop a plan for college or for a job.</p>

By February 2016 there will be minutes and tangible results coming out of the Planning Team practices.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The school has a strong web of relationships with several stakeholders in the community. Also, we have a very active parent association. Every month dozens of parents attend the meetings; the Principal and other faculty members attend as well; we plan together several activities throughout the school year. We also do advocacy for some family related issues such as immigration, citizenship, housing, jobs, etc.

We will partner with parents to best support their son/daughter by using an online grade-book that informs their children attendance and' progress in class on a daily basis to increase parents awareness and students academic achievement by June 2016.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of parents will participate in at least one workshop aimed to educate them in how to support their students academically and develop an academic learning environment at home for their children.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>The PA and the school administrators will call several meetings throughout the summer with Elected Officials, NY Runners Club, The Armory, Coogans Restaurant</p>	<p>Students and their families</p>	<p>July 2015-October 2015</p>	<p>President of the PA; the UFT Chapter leader; and, the Principal's designee.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will strive to find resources outside of the DOE to support this event.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>By mid-year this task will be completed.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 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)	The lowest third	Reading and writing	Small groups; one-to-one, tutoring and blended instruction	Before and after school and on-line to provide for an asynchronous distance learning environment that allows the instructor and student to interact according to their own time needs.
Mathematics	All incoming 9 th grade students	Skill based development	Small groups, tutoring and seminars	Before and after school as well as Saturdays
Science	All 10 th grade students who failed the LE Regents	Regents based discussions	Tutoring	Saturdays
Social Studies	All 10 th grade students who failed the SS Regents	Regents based discussions	Tutoring	Before and after school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academics failures, social emotional issues, attendance, etc.	Advisory, counseling and referrals	Counselors, advisors, phycologists and social workers	Pull-out, after school and Saturdays

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 section where the response can be found [for example, Section 5A-Part 4].
- 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.
New teachers will have to be screened by a team of teachers representing the area/field of the vacancy.
Experience teachers will continue to share the values and vision of the school demonstrated by their willingness to improve their preparation and skills; and, by increasing the number of students that excel in their subject areas.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The PD Team will aim this year to develop a high-quality collaborative PLC (Professional Learning Community) for teachers to work on the CCLS-alignment of their unit plans. Teachers will spend PD time working under the guidance of a trained member of the PD team in the composition of high-quality, specific and aligned unit plans that meet the demands of the Common Core with ELL accommodations.
During the first semester, teachers will work to write unit plans that demonstrate the arc of learning students will engage in throughout the year in each class. Then, at the beginning of the spring semester, teachers will meet in departments to do a CCLS inventory, identifying gaps in learning vertically across each grade. Then, at the end of the second semester, teachers will engage in vertical alignment across grade levels to ensure consistency of practice, content and comprehensive address of CCLS. This will set the stage for deeper vertical and horizontal alignment of curricula in the coming years.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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.).
N/A

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.
N/A

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>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, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	\$353,886	X	Sections 4, 5 and 6
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$46,464	X	Sections 4, 5 and 6
Tax Levy (FSF)	Local	\$3,199,985	X	Sections 4, 5 and 6

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Gregorio Luperon, 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. Gregorio Luperon 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, School Quality 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)

Gregorio Luperon 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>GREGORIO LUPERON</u>	DBN: <u>06M552</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III supplement funds will be used to support 200 ELL and long term ELL 9, 10, 11, and 12 grade students during a supplemental program after school implementing small group targeted content-area instruction addressing students' areas of weakness as determined by data analysis. Teachers in each subject area will identify and select the students participating on the after school program. (Our bilingual teachers hold the following content area licenses: Mathematics, English, Living Environment, etc.) Students will receive instruction in both languages, Spanish and English. In addition to these content-area teachers, four (4) certified Bilingual/ESL teachers will assist newly arrive students develop their language acquisition, math and science skills as well as getting acclimated to high school culture and environment. The calendar for this program runs from November - June and from 4:00pm - 6:00pm, Tuesdays through Fridays; and Saturday from 9:00am - 1:00pm.

Students will use the following materials: notebooks, looseleaf paper, pencils, pens, calculator, dictionary, construction paper, glue, etc. . Materials will be used as manipulatives to enhance students learning. Lessons will incorporate reading, authentic writing, kinesthetic and visual activities to improve students English and native language acquisition and develop academic language. The Edge textbook and workbook will be used as part of ESL instruction for the beginners and intermediate levels. For instance, using these materials and textbook will engage students to identify the different parts of speech, compose complete sentences, practice the correct articulation/pronunciation of the words, etc. In addition, students will be provided with access to iPads, eBooks readers and lap top computers for their usage during after-school programs, which can be used in a variety of ways throughout the afterschool programs. Science and math teachers currently use Castle Learning as an online program to supplement students learning - they assign students problem sets in both Spanish and English online and students complete the assignments regularly through their after-school sessions. This program also allows for the teachers to conduct items analysis around skills mastered in their content areas, but also to gradually transition the students from full use of Spanish in the content areas to full use of English. ESL teachers are using the functionality of the Smart Boards in their classrooms to help assist in the instruction of tactile ELL learners, who can visualize the language more easily through activities projected online. Teachers in ESL classes are currently using the Juno Docs feature of Jupiter to assign essays and then to provide in the moment feedback for students. This software allow teachers review various iterations of a students' essay, provide catered in-the-moment feedback online and then have students revise and resubmit their work. In the social studies department, teachers are currently constructing their after school programs around Google Docs; they all create after-school lessons that students can engage with online - including links, videos, supplemental materials in English and Spanish - and complete and resubmit online for feedback. All teachers have access to computer carts after school and on Saturday. ELL students from the 11 and 12 grades who attend Saturday school are provided with a computer to help them organize and store their classwork, and are also supported in the online submission of college applications. ELL students are able to meet one-on-one with teachers to get feedback on their personal statements and can then resubmit secondary drafts for further revision.

Part C: Professional Development

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

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

Begin description here: Our professional development calendar will revolve around best practices for language instruction for ELL students. We will be establishing a PLC in particular for teachers in the Title III program. This PLC will meet every other Monday after school from 4-6 to serve as training for all Title III teachers. This PLC will establish a working group among Title III teachers to cultivate a working and evolving list of best practices/activities/solutions for teaching ELL students. During the months of September and October, these teachers were trained in ways of analyzing "student engagement" from the perspective of education language learners - in particular, they revised different components of the Danielson rubric to unmine what engagement looks like in a language-learning classroom, and what the implications are for their practice in their content area. During November and December, teachers will be introduced to a protocol outlining how to share specific problems they are facing with regard to student engagement in language acquisition in their classrooms. They will be expected to present a professional concern/problem and some kind of evidence for the rest of the Title III team to explore and provide feedback around. Then, at the end of the protocol, these teachers will be expected to develop a personal SMART goal for the practice, which they will be held accountable to presenting at an upcoming meeting. The point of these discussions are to ensure that teachers have cultivated a wealth of "teacher-tested" strategies and solutions based on the work they are already doing in their classrooms. Rather than starting with sessions that treat these teachers as blank slates, the purpose of these initial meetings are to build their knowledge around engagement in language acquisition and to ensure that their strengths and knowledge base is respected. During the months of December and January, these teachers will participate in intervisitation protocols with a partner in an different department, to see the parallels between language acquisition among the different content areas. They will be provided with guiding questions and time for reflection on the common struggles and solutions they were able to see during their visits. In February and March, teachers will engage in more direct-PD regarding models of language acquisition and how these theories apply or may not apply to their classrooms. Teachers will be able to elect into a book study or direct sessions to learn more about theories for language development and bilingual education in their content areas. In April and May, teachers will be expected to provide more macro-level feedback on the language program of our school and will be invited to make suggestions about our language policies and how we can better prepare ELL students to learn and master English while providing them sufficient support in their native language. Finally, June will serve as a month for teachers to reflect on their progress over the last year and to set a language-related goal for their practice in the upcoming year. These will be public commitments that ELL teachers will write on their own, but will allow departments to establish common bonds and set the stage for the ultimate departmental goals that they will set in September. The PD team will meet on Wednesdays from 4-6, but will be planning for the whole-group sessions that will occur every other Monday from 2-3:30 after students have been dismissed. In addition, there will be opportunities for all teachers in the school to gain extra external PD to improve their language acquisition instruction skills. Ten certified Bilingual/ESL teachers will participate in several supplemental workshops/conferences on curriculum mapping, Danielson's model, differentiation of instruction, project based learning and how to better infuse technology into instruction to enhance students learning.

In addition, all teachers in our program will continue to use Jupiter to facilitate ELL parent outreach, maintain accurate data around ELL levels and language acquisition progress and improve student achievement in language development. During after school parent-outreach time (alternating Mondays not devoted to professional development), teachers will meet with interdisciplinary cohort to engage in

Part C: Professional Development

grade-level and content-area teams to brainstorm challenges and potential solutions they are developing to better engage ELL students in content.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ We have a very active ELLs Parent Association as well as an effective School Leadership Team. These entities -in conjunction with the school Principal will organize a series of different workshops. ELLs Parents -within their monthly meeting- arrange for a presenter to provide workshops on the following topics: Understanding Jupiter Grades software (October); How can I help my Child on the College Process (November); C.A.T.C.H. Awareness on STD's, HIV/AIDS (December); College Financial Aid Workshop (January); How to Control Stress? (February); Talking to your Children about Gangs (March); Immigration Legal Services (April); Domestic Violence Against Adolescent (May); and Understanding Social Media (June). Several providers have been involved such as The Leadership Program, Urban Partnership, Columbia University, and The Hispanic Federation. Parents are notified via phone, mail, leaflets, phone master, etc. Translations services are provided. Workshops are scheduled for the third Tuesday of every month from 6:00pm - 7:00pm.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 552
School Name GREGORIO LUPERON HIGH SCHOOL		

B. Language Allocation Policy Team Composition

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

Principal JUAN VILLAR	Assistant Principal JAYA BHARNE
Coach AMBAR VENTURA	Coach type here
ENL (English as a New Language)/Bilingual Teacher ROBIN PORTORREAL	School Counselor RICUALTE PENA
Teacher/Subject Area MATHEMATICS	Parent JULIAN SOSA
Teacher/Subject Area DEPAK KAPOOR	Parent Coordinator JESSICA RIOS-JONES
Related-Service Provider NONE	Borough Field Support Center Staff Member type here
Superintendent DONALD CONYERS	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	15
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	496	Total number of ELLs	448	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										15	18	15	11	0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	408	Newcomers (ELLs receiving service 0-3 years)	371	ELL Students with Disabilities	6
SIFE	116	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	34

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	371	116	6	18	16	0	2	4	2	0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

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										26	127	97	141	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										9	64	31	19	0
Emerging (Low Intermediate)										0	0	0		0
Transitioning (High Intermediate)										3	21	57	49	0
Expanding (Advanced)										0	3	14	35	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	125	111	94	
Integrated Algebra/CC Algebra				53
Geometry/CC Algebra	187		72	
Algebra 2/Trigonometry Math _____	26		7	
Chemistry	69		22	
Earth Science	106	106		16
Living Environment	134	134		78
Physics	21		9	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography		227		111
Geography				
US History and Government	158		124	
LOTE	96	96	96	96
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Around 25% of our 9th and 10th graders scored beginners in the NYSESLAT and around 16% to 17% of our ELLs in 10th and 11th grade scored Intermediate. At the same time, when using the teachers/school created DYO as baseline assessments to assess early literacy skills of our ELLs, the results have indicated lacking skills in writing and not at grade level. Across levels and content, Page 7
 the tool used by the school is the DYO for ESL, NLA and Social Studies. The DYO is administered three times a year. In-class strategies used by the teachers to address early literacy deficiencies are, read alouds, providing students with simple text based on their English proficiency attained from both NYSESLAT and in house English Placement exams. Other strategies used focus on monitoring comprehension by describing characters, scenes, identifying the main idea of a short story, recalling relevant information, making inferences and predictions and by drawing conclusions on the text. In NLA, when the students who enter in the 9th grade, the NLA teachers use the placement exam developed by them as the baseline. With this exam teachers' test the students' levels in reading and writing skills. the test components of the placement exam are: multiple-choice questions (for reading comprehension and vocabulary based on a non-fiction article) and writing a short composition based on a previous knowledge question. Our students cannot be easily classified. Our data show us that we have highly competent students with a high level of skills in both English and their native language. On the other end of the spectrum we have students who are SIFE and who, as result, display skill and competency deficiencies in both English and Spanish The data serves for grouping, differentiated instructions, to fill in the gaps, and improve upon academic skills and abilities. Lesson plans are designed based on reflected results coming from skills analysis and looking at students' work. The resulting information drives meaningful discussions during department meetings, grading policies revisions and alignment of curriculum.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data is consistent at proving how the below standards students (109) perform. They are finding difficulties to transfer their knowledge and skills to the NYC educational system and perhaps, handicapping their own process of learning. They are the one attending community colleges (when get to graduate), the drop outs, the students with the lowest attendance and academic performance.

Students in grades 10th and 11th are showing the lowest gain of credits and the highest number of failures in the Regents Examinations.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Constant revision based on the resulting last data, serves to align curriculum and develop strategies to enhance students' achievement. It helps to pinpoint specific areas of strength and weaknesses. It assists in the development of differentiated instructional strategies to target specific areas. It has served to push teachers to identify multiple measures to be used in the class to assess students and gather growth and mastering. It has revealed that reading and writing becomes a challenge and more difficult in the 10th grade for our ELLs.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

As our students move up on grade levels, their abilities to perform better when taking tests in English improves. When students are on the 11th grade and scheduled to take the US History Regents exam, they are given the choice to take the test in English or Spanish. The number of students taking the United States History Regents exam in English has been going up for the last two years. 11th grade seems to be the turning point. Many of our advanced ELLs, are also scheduled for Advance Placement exams. Our ELLs have only four years to graduate and the results of the Periodic Assessment provides insight on individual student skills, which assist in the planning and necessary interventions in order to show student academic growth and effectively prepare them for college in four years. These results had left the instructional team to work around the development of a document to be used across content areas addressing what writing should look like at Gregorio Luperon High School. The decision to join i-Zone played an important role on our quest to address our ELLs needs in an innovative ways, but also to challenge ourselves during the instructional time. The school has adopted a block schedule for all grades. In addition, students in grades 9-11 will have an advisor that will meet with them twice per week.

We have learned from the results of the frequent administration of the DY0, that clearly our ELLs need more time during the day to learn. To address skills like research, reading non fiction texts, as expected in the CCSS; and at the end of a project or research (using PBL strategies), students are able and expected to differ or agree after they gather evidence supporting their conclusion. PBL provides ways of solving a real world problems (Essential Question), expose our students to the much needed academic language and allows for that expanded learning experience. The Block Schedule addresses the need for more academic language instruction, the Second Language required time (part 154) and the ample time to learn it. PBL allows for a platform where the ELLs can be taught the L1 and acquired better command of the L2, while challenging students' critical thinking skills and research abilities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

The strategies implemented in the school call for every teacher to act and to promote the learning of the English language as key to the success of our students. Infusing English in all content areas is paramount to assist students to acquire and to use an academic language but also, it helps to smooth their transition to become a full citizen of the United States of America.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The easiest way to evaluate the success of the program is making sure such is reflected in all instructional decisions the school makes, including alignment of curriculum and lesson plans to make sure ELLs accommodations are provided during instruction. The goal is to make decisions that can provided us with tangible data. The informal assessments will provide the teachers with snapshots of students skills and acquisition of academic language that will guide us when it comes to developing formal formative and summative assessments and to Professional Development to support teachers with their instructions. The end of the year reports (Progress Report, State reports such as the NYSESLAT and AYP) will then give us hard data on our success or failure. and opportunities to reflect on either.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Gregorio Luperón High School is a high school for newcomers from Latin America, whose language is Spanish. The registration process at Gregorio Luperon High School for the newcomers is as follows: administering the Home Language Questionnaire is the first step; followed by an informal interview conducted by a pedagogue. This interview begins in English and proceeds in the student native language. In our case, 100% of our students are native Spanish speakers. The second part of the process is covered by administering the Language Assessment Battery-Revised (LAB-R), followed by in-house placement exams to measure their level of performance in Spanish and English languages. The 9th grade bilingual guidance counselor does the screening and conduct the interview.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The guidance counselor during the initial interview gather the first information about the students' academic history. Any foreign transcript submitted gets to be evaluated. During the interview the student fill out a quick test just to evaluate his/her command on the native language. This process is followed by two weeks of in-class assessments provided by the NLA teacher.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Students are in most of the cases identified while in middle school. When one of the Over the-Counter student is identified it follows a rigorous procedure that stars with the teacher. A conference with the parents is scheduled followed by a meeting of all his/her teachers.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Letters are always sent via mail and with the students.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
A workshop is organized every year with parents of ELLs to instruct they about their rights and responsibilities.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
At the beginning of the school year, while the identification process takes place, parents are shown the NYC Department of Education video, which explains all three language programs. Once parents watch the video, parents complete the Parent Survey and program selection form, the school collects those that are completed. The school makes concerted efforts to collect th eforms. The Assistant Principal along with the parent coordinator make the presentations and make themselves available to any follow up questions. Parents who do not return the forms are contacted and advised that their child wil be placed in the school TBE program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The leadership of the Parent Association takes responsibilities for movilizing a group of parents; they add this topic as an item on their agendas. The PC and the President of the PA arrange for a couple of dates for the parents to come to school to do it online. To others, it is sent with their students.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parents Survey are distributed by the PC, by the leadership of the Parent Association and the school adeministrators.
9. Describe how your school ensures that placement parent notification letters are distributed.
We distribute the letter in alphabetical order; a copy is given to the students to take home while mos of it gets to be sent by expres mail
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The guidance counselor keeps a cumulative record per child.
11. 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 first item is to demonstrate who is eligible. Once they are identified, we provide them with all the states examinations.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The guidance counselor conduct meetings with parents; those absent will receive the letter via mail.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- The trend that has been observed from looking at the Parent Survey and Program Selection forms is that all parents choose the TBE program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
N/A
 - b. TBE program. *If applicable.*
Instruction at Luperon High School for Math and Science is departmentalized. The faculty has been grouped in the following departments: Math and Science and Humanities. The NLA department follows the NLA Curriculum created by the Office of ELLs. The lower and Intermediate's instructional approaches are whole language approach with the understanding that students need to learn language that involves real communication and meaningful tasks that promote learning (Communicative language teaching). The lower and intermediate levels are using The Edge curriculum. In the higher intermediate and advance classes, emphasis on functional communication and literature is promoted and used in the classrooms. Advance Placement classes in Math, Science, Language and US Government, are offered at these higher levels. This year we are starting two honor roll classes in United States History and Algebra and Trigonometry. The school offers other programs through College Now at The City College of CUNY.
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Part 154 is used to guide programming. An added class in the advance levels supports the continued and needed development in writing and reading. Each bilingual content area class is 90 minutes. Beginner ESL classes are 135 minutes per day totalling 675 minutes per week. The advanced ESL classes are 450 minutes per week and the proficient ESL classes are 225 minutes per week. In the TBE program, the school follows the recommended percentage of NLA/ESL English Proficiency Level in the core subjects, where the students begin with 60/40, Intermediate with 50/50, advance 30/70 and proficient 0/100. The students are placed in ESL classes until proficiency is achieved; afterwards, students continue receiving language instruction support with a curriculum that emphasizes writing and reading.
I
3. Describe how core content is delivered in each program model. 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.
Teachers were trained during last academic year. A teacher-lead Professional Development team facilitated the process for the teachers to work aligning their instruction, whether it was at the beginner, intermediate, advance or proficient level

to the CCSS. Two Common Core aligned units were created by each teacher. The support continues and teachers are expected to make the adequate language accommodations in their lesson plans and their instruction. These accommodations have to reflect the language allocation indicated in TBE program and the students language levels. In the ESL classes, all ELLs are prepared for the ELA Regents in as early as in the low intermediate classes and the preparation continues in the pre-ELA Regents classes, where an added class focuses on English literature and literary elements is offered. Support is slowly emerging from the NLA department for both History and ELA. Extended day and Saturday classes are offered in order to expand the students' preparation for the Regents. Item analysis is done every year after the administration of the ELA and the History Regents exams in order to identify those skills where students need help with, but also to modify instruction, assessment and curriculum. In math, science and history, teachers are expected to design their units, lesson plans and instruction, with the NYSESLAT data in order to foster language development. Eventhough it has been a challenge for teachers to align their instruction to the CCSS which is designed with a monolingual population in mind, teachers have decided to scaffold the standards in the ninth grade to ensure students build up the skills expected to master on each grade and so forth. Teachers identify students at risk and their lacking skills, which are not limited to language, and as teachers meet individually with their instructional supervisor, instructional strategies are developed to foster language and skills mastering.

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

Throughout the year students are assessed in their NLA classes. Some of the assessments used are Units baseline test, projects based learning and oral presentations based on the Spanish Curriculum and additional resources identified by the teachers. Copies of the assessments are provided to the Assistant Principal. Individual teacher and department meetings are conducted to discuss the outcomes

The DY0 is used along with the baselines created by teacher in each level. The LAB-R and the placement assessment are also used at the beginning of the year with the incoming 9th graders. Students who score beginner, intermediate in the NYSESLAT are later given their state assessments in their native language. Students who score advance and proficient are given the choice. Copies of the teachers' assessments are requested and provided by and to the department chair. Copies of these exams are kept in the Assistant Principal office.

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

The most consistent way to evaluate the four modalities is to include all four modalities within a lesson plan. At the least, this allows for ongoing informal assessment during the instruction. These collected informal data, lead teachers to identify students at risk and develop differentiated approaches to support students language acquisition. The formative assessments results, whether these assessments are teachers created or state mandated assessments, are recurrent data information present in our individual instructional meetings, department, faculty and accreditation meetings, where decisions are made if the decisions were instructional productive or not and what to do to do it better, regardless of the results.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Teachers get the NYSESLAT results as soon as it becomes available. During the initial faculty and department meetings teachers are instructed to create a baseline assessment to align the results they will get from the NYSESLAT reports. Before implementing differentiated instruction, we make sure each student has gone through a diagnostic process using the baseline and the assessment placement results. These results determine student readiness. The assessments also informs us of the student's individual interest and learning style. For our SIFE the teachers use the following to differentiate instruction: visuals, lower grade texts in Spanish, simplify vocabulary definitions; use of graphic organizers, scaffolding students' activities and independent reading, small class instruction, an extended day which includes having two days a week after school for two hours each, one on Saturday for four hours and a book club that meets once a week for two hours. SIFE students who are in the 9th grade are placed in a special program. This program has a Science, NLA and ESL component. These classes are extended to two hours of Spanish and two of Science on Saturday and twice after school during the week. The SIFE classes continue to the Spanish Level five and end with the Advance Placement Spanish Language examination. To meet the needs of the Long Term ELLs, the school has added additional ESL; Math and History classes after school and on Saturday to ensure proficiency in the language are met and in the state standardized assessments. At the beginning of the school year, these students are identified and a plan is laid out to support Long Term ELLs' language and academic growth and ensure that these students graduate.

Long term ELLs, are expected to take part of the extended day twice to four times a week, and or on Saturday. The Social Worker meets periodically with the students and his/her family to ensure their socio-emotional well being. If the latter is an

indicator of academic risk, the students is referred to the in-house services provided by Children Aid Society. Once a month, during the Accreditation Committee meeting, these students are discussed at length, programing decision are made, and any academic, socio-emotional support is needed, a plan for intervention to make sure student complete needed credits and graduate. Both guidance counselors are reponsible for two cohorts and its long term ELLs identified in these cohorts . The extended day services for the Long Term ELLs, are mandate, and they also receive an extra period of ESL if neede. Those students who are former ELLs, continue with the native language support. Former ELLs are provided with the option of taking their state assessments in English or Spanish, and glossaries are provided as needed or requested.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
Parallel classes are created to smooth the transition of those who score indicate that need to be promoted or retained.
8. 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?
As a skills-based field, ESL gives its teachers freedom to access academic content. The inclusion and use of current events, connecting literature with social movements, and using our students' cultural lens to analiye and put things into perspective, allows us to provide higher level content in conjunction with targeting lower level skills.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Students with special needs are placed in regular classes. The IEPs are available to the teachers and in this way; the teacher can differentiate the instruction for the student. The social worker works closely with the teachers. Depending on the support the student needs, case conferencing are scheduled by the guidance counselor along with the social worker and the teachers in order to address academic and behavioral issues and to promote the academic development of the student. Students with IEP are being served during their resource period by a bilingual special education teacher. Presently we are serving three students with IEP who are scheduled to a resource period everyday with an ESL/Special Education teacher as indicated int eh Intructional Educational Plan.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

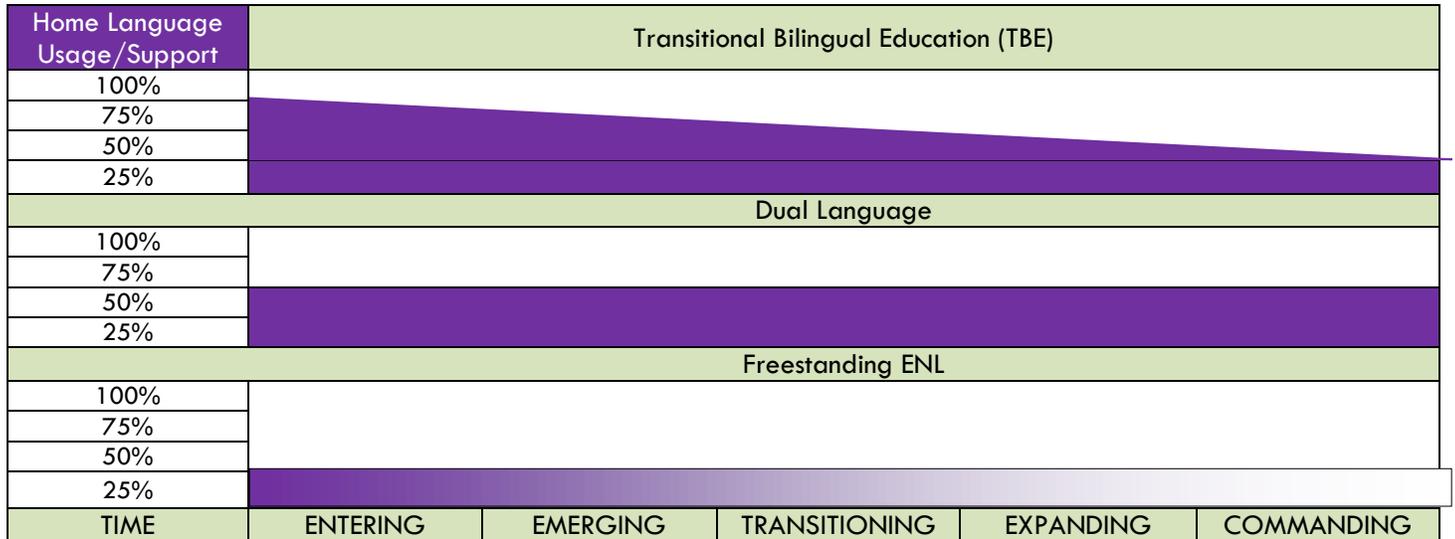


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. In ELA, Social Studies and NLA interventions are not limited to the extended day, but to in classroom interventions tailored and differentiated to address students' specific skills. These are, but definitely not limited to, read aloud, asking students open ended questions to lead to develop skills such as context cues, activation of prior knowledge, predicting, pre-reading questioning templates to differentiate instruction as well as the use of graphic organizers, and modeling. The school has an extended day program from 4:00p.m. to 6:00p.m., every day and on Saturdays from 9:00a.m. to 1:00p.m. Arts and theater programs to expose students to the academic language with a different approach. The Expanded Success Initiative (ESI), was brought to our school to work with the males in the 9th and 10th grades. These students last year met every Saturday for PSAT prep and for a class in negotiation and mediation skills. This year, the same group meets for a pre college class on Mondays and Tuesdays. The idea behind having ESI in our school, is to support college readiness and create a culture of continued higher education.

Three math teachers are currently enrolled in Bilingual Extension courses. In their work they are acquiring understanding of how to scaffold for language in their content areas. Also, teachers in the content areas produce most of their instruction in the students' native language. This strategy strengthens their native language therefore supporting their language acquisition. Furthermore, teachers provide visual representation of verbal objectives in their classroom. The science department frequent does demonstrations to support their mini-lessons and bring to light the objective of the lesson for our ELL students.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The school is in good standing and for the last three years we have met graduation rate and the AYP.
12. What new programs or improvements will be considered for the upcoming school year?
More college readiness programs. More technology in the classroom. Students having more ownership of their education by understanding their academic goals and the standards and skills they need to master.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Letters are sent to the parents. Teachers and guidance counselors notify all the students, whether they need academic interventions or tutoring. Tutoring and extended services are offered every day and on Saturdays. During the week the AIS begin at 4:00p.m. and end at 6:00p.m.. On Saturdays these services are from 9:00a.m. to 1:00p.m.
The after school programs target music, physical education, theater, photography, community involvement, a book club, hiking, running. Two exchange programs exist in order to expose our ELLs, not just to the United States culture and education, but to other cultures in the world. These exchanges are with Amsterdam and Spain students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Extra books to support their required texts in the different content areas. Each classroom has a smart board and two computers with a printer. The school has a computer lab and four computer carts. With the support of the i-Zone initiative, two teachers received thirty Apple lap tops each to be used by the students in their class.. The ESL teachers have Reading Horizons and this year the school purchased Rosetta Stone.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The native language support is delivered per part 154 regulation.. The school has seventeen sections of Native Language Arts, including AP Spanish Language and AP Spanish Literature. The textbooks used are:
- El español para nosotros
 - Selecciones Literarias
 - Encuentros
 - Sendas Literarias
 - Abriendo puertas
 - Pasajes cultura
 - Pasajes literatura
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Each month, each grade has an assembly designed and tailored to the specific grades academic and socio-emotional needs.. There are two assemblies designed for the 9th graders which differ from the regular grade assemblies, because they address issues the

9th graders are not familiar with, such as transcripts, grades, discipline codes, path to graduation and school life.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The students who enroll at Gregorio Luperon before the beginning of the school year, are programmed to enroll in a summer program that has three components, Math, English and Gym. In addition to this program, if the students come from middle school (still newcomers), they spent a afternoon at the school. On that afternoon, they take a tour and receive an orientation package that includes a meeting with their parents. Students who enroll throught the school year, are given a tour, and on one orientation with the parents/tutor in attendance. In all the mentioned cases, the school proceeds with the LEP identification process. Each year during the administration of the PSAT, all new 9th graders attend four mini assemblies where the following are addressed: Transcripts, safety issues, what is Luperon High School and its program and their course sequence and after school program. Students rotate and attend all the assemblies.

19. What language electives are offered to ELLs?

AP Spanish Language and AP Spanish Literature.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Throughout last year and the year before, all teachers were provided in-house professional development by the school Network coach, on lesson aligned to the Common Core Learning Standards, PBL and Literacy Units. This year these conversations continue every week and are included in the year calendar of Professional Developments.
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The calendar for the year has been submitted to the superintendant and also includes the following topics:
 - * Lesson planning that reflects our classroom
 - * Questioning and Discussion Techniques and how to integrate it into an ELL classroom
 - * Consultancy Protocol: Looking at student work that was a rult of the use of questioning and discussion techniques.
 - * How to align our lessons and practices to the CCSS.Teachers receive outside and in-house trainign on language acquisition strategies. these trainings are not limited to the ESI and NLA teachers. All teachers receive two professional developments by the Special Education teacher regarding the required on time services students with special needs are required to receive. The school makes sure these services are provided as indicated in their IEPs.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All List Notice students begin their relationship with our school during the summer. They attend a special program created for they. A team of three teachers will do skill based instruction in mathematics and ESL. In addition, they receive a few counseling/orientation sessions provided by the guidance counselor.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As per the school requirement all teachers must participate in a

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
The Principal and Assistant Principals attend all the PA meetings throughout the year. The School Leadership Team is a very active body. Grade meetings are organized by the guidance counselors; and, a Saturday seminar for the parents of off-track students is organized four times per year.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
Parents' request and selections are kept as part of the student's cum folder.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school understands that only when a strong partnership is established with the parents, the students will be successful. Therefore, we put together every year a serie of events to highlight this element. Some of the activities we have done include: A full day leadership seminar at Wagon Road, a retreat to Pine Grove Ranch, trips to museums, washington, DC monuments, in-house tournaments (volleyball, basketball, etc.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, we do. We work closely with Children Aides Society, CUNY in the heights, CUNY Citizenship NOW, Washington Heights Development Corporation, Asociacion de Dominicanos Progresistas, Center for the Development of Dominican Women as well as with all elected officials.
5. How do you evaluate the needs of the parents?
During the SLT meeting, parents presents their request for the upcoming school year. It gets to be evaluated and most of thetimes approved.
6. How do your parental involvement activities address the needs of the parents?
For every task/goal set by the parents, the school has always assigned key personnel to assist them.

D. Additional Information

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

none

School Name: GREGORIO LUPERON HIGH SCHOOL

School DBN: 06M552

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Juan Villar	Principal		1/1/01
Francisca Lopez	Assistant Principal		1/1/01
Jessica Rios-Jones	Parent Coordinator		1/1/01
Ambar Ventura	ENL/Bilingual Teacher		1/1/01
Julian Sosa	Parent		1/1/01
Robin Portorreal/Math	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ricaulte Pena	School Counselor		1/1/01
Donald Conyers	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M552** School Name: **GREGORIO LUPERON**
Superintendent: **DONALD CONYERS**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The families we served are newly-arrived to this country and to NYC educational system making the use of the Spanish language the corner stone to foster an environment of mutual respect and understanding. During the initial interview parents fill out the HLIS, the Emergency Contact Card as well as other in-house documents regarding the use of a school uniform, discipline and use of electronic devices.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

100% of our students arrived from Spanish speaking nations. The preferred language is Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

A students' handbook is distributed in both languages. It contains the requirements needed for graduating from Luperon. It also outlines the course sequence for SIFE as well as for regular students. We also produce a bilingual booklet (Spanish/English) for parent-teacher conferences.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

As part of Chancellor Fariñas approach, we celebrated 4 parent-teacher conferences; in addition, we organize focus group by grades. Every month where guidance counselors discuss the students' progress or lack of with parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All meetings and documents are presented in to parents in Spanish

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

N/A

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

N/A

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents receive a handout at the beginning of every school year outlining their rights and privileges. We also provide them with a copy of NYC code of conduct and the Bill of Rights.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The STL, PTA leadership and the focus group are the essential instruments to gather parents input about the educational program and services that we offer to their son/daughter.