

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q351

School Name:

ROCKAWAY COLLEGIATE HIGH SCHOOL

Principal:

CAROL YING

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Rockaway Collegiate High School School Number (DBN): 27Q351
Grades Served: 9 – 12
School Address: 100-00 Beach Channel Drive, Rockaway Park, NY 11694
Phone Number: 718-734-3290 Fax: 718-734-3276
School Contact Person: Carol Ying Email Address: cying@schools.nyc.gov
Principal: Carol Ying
UFT Chapter Leader: Audrey Robinson
Parents' Association President: David Shelborne
SLT Chairperson: Jean Woods-Powell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Brenda Hopkins
Student Representative(s): Reginald Harris
Jose Guadalupe

District Information

District: 27 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue, Room 104B, Brooklyn NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718-290-8675 Fax: 718-241-9223

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Queens, NY 11416

mwilks@schools.nyc.gov

Director's Email Address:

718 642-5854

718-391-6187

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)
Carol Ying	*Principal or Designee	
Audrey Robinson	*UFT Chapter Leader or Designee	
David Shelborne	*PA/PTA President or Designated Co-President	
Nicola Fennel	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Reginald Harris	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jose Guadalupe	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shawn Simpson	CBO Representative, if applicable	
Mayleen Dyer	UFT	
Linda Nelson	UFT	
Jean Woods-Powell	CSA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Naomi Singh-Pantalitz	SLT	
Norma Heyward	Parent	
Sandra Birkett	Parent	
Claudia Younge	Parent	
Marie Dieng	Parent	
Sheron Braithwaite	Parent	
Anthony James	Parent	
	Member/	
	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.

Rockaway Collegiate High School (RCHS), located within the Beach Channel Educational Campus is a small public high school, founded four years ago with the purpose of providing high quality education for the traditionally underserved students of the Rockaways. The student population consists 410 students and is 51.5% male and 48.5% female. 55% of students are Black, 35% Hispanic, 3% White, 4% Asian and 2% other. 72% of students are eligible for free lunch. 23% students attending the school are classified as students with disabilities and 5.6% are English Language Learners. Lastly, 10% of students are overaged under-credited.

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

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

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

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

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

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

27Q351 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	395	SIG Recipient
				YES
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
				41
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	9	# Drama
# Foreign Language	6	# Dance	8	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	77.6%	% Attendance Rate		79.6%
% Free Lunch	63.8%	% Reduced Lunch		3.9%
% Limited English Proficient	6.1%	% Students with Disabilities		21.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		57.1%
% Hispanic or Latino	33.7%	% Asian or Native Hawaiian/Pacific Islander		3.5%
% White	3.5%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.1
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	71.9%	Mathematics Performance at levels 3 & 4		44.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	72.3%	% of 2nd year students who earned 10+ credits		63.0%
% of 3rd year students who earned 10+ credits	49.0%	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
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		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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	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			

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.

Quality Review Findings

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

Quality Review Evidence

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

Quality Review Analysis

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

School Quality Snapshot Data Analysis

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

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

This needs assessment informed the development of the annual goal listed below.

Priority Need(s) That Will Be Addressed:

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

Part 2 – Annual Goal

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 of 2016, students in the 2018 cohort earning more than 10 credits will increase by 5% as measured by the School Scholarship Report.

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 Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Instructional Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Teachers will administer the Common Core-aligned New York City Baseline Performance Assessment in both ELA and either Algebra or Geometry in October and the New York City End of Year Performance Assessment in early May to monitor the progress of 2nd year high school students. • Teachers will update student progress consistently through the use of Skedula to measure student progress throughout the school year and their progress towards earning 10 or more credits. • Teachers and Guidance Counselors will conference with students and parent/guardians to monitor 	<p>2nd year high school students</p> <p>All teachers of 2nd year high school students.</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Assistant Principal Supervision <p>Implementers:</p> <p>Teachers of students of 2nd year high school students</p> <ul style="list-style-type: none"> • Coaches

<p>student progress through the use of Empower 3000, the use of Skedula, collaboration to set learning goals, and provide strategies to support student learning to ensure students remain on track towards earning 10 or more credits.</p> <ul style="list-style-type: none"> Teachers will use findings from data to incorporate multiple entry points into the curriculum so that all students can access the curriculum and also make classroom experience relevant. Castle Learning and Empower 3000 will also be incorporated. 			
<p>Professional Development</p> <ul style="list-style-type: none"> Through Teaching Matters, administrator, teacher leaders, and teacher teams will receive support from coaches in each content area. Teacher grade teams will engage in Professional Learning Communities based upon the <u>Zero Protocol</u> inquiry of student work to monitor student progress and identify instructional strategies to implement identified below: <ul style="list-style-type: none"> graphic organizers and visuals including pictures, diagrams, and charts to help all students— and especially the lowest third—easily recognize essential information and its relationship to supporting ideas. Question formulation strategy and the q-focus to allow students to develop their own line of inquiry as well as developing higher order thinking questions. Create and implement a yearlong professional development calendar for all teachers in a collaborative setting focusing on research-based instructional strategies. Use Advance data to inform differentiated professional development in a collaborative setting using small groups PD and various coaching models (peer inter-visitation, demonstrations, individual support, Edivate-School Improvement Network). Implement Individual Teacher Improvement Plans to provide focused support. Through inquiry teachers will meet three times weekly to plan, implement and analyze classroom assessments and monitor progress of students. Targeted academic intervention will be provided for students based on assessment of academic and emotional needs. 	All teachers	September 2015- June 2016	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal School Development Committee <p>Implementers:</p> <ul style="list-style-type: none"> Assistant Principal Supervision Lead Teachers Coaches
<p>Parent Involvement and Engagement-</p> <ul style="list-style-type: none"> Increased communication to inform parents of credit requirements 	All teachers	September 2015- June 2016	<p>Point Person(s):</p> <ul style="list-style-type: none"> ♣ Principal

<ul style="list-style-type: none"> • Individual meetings with teacher teams and families during parent engagement time • Implementation of parent workshops to train parents about credit requirements and how they can support their child's academic success. 			Implementers: <ul style="list-style-type: none"> ♣ Asst. Principal ♣ Guidance ♣ Parent Coordinator ♣ CBO
Informed by Capacity Framework Element All stakeholders in the school community share a common goal of ensuring that all students are equipped with the knowledge and skills required to be successful in college and beyond .	All teachers	September 2015- June 2016	Implementers: -Principal, AP, Coaches, Teachers, CBO, Guidance

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.											
<ul style="list-style-type: none"> • Members of the School Development Committee including the Administrative Team, Lead Teachers and Staff Developer for demonstration and modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade. • The Danielson Framework and Advance system data for teacher's evaluations. • Computer technology, CUNY intern to maintain technology and support implementation. • Engaging in intra/inter-visitations, out of school PD, teacher team meetings, and at least two periods of common prep time to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration. • Use of the NYC DOE resources such as the Common Core Library and Student Support instructional resources recommended by the DOE Handbook for Professional Learning, professional texts and articles, workshop materials and curriculum resources from Engage NY. • School Skedula account. • Content areas coaches provided through Teaching Matters. • Use of Empower 3000 license to gather data and provide additional resources. • Use of School Improvement Network - Edivate 											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	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.
By February 2016, there will be 5% increase in students in their 2 nd year in high school earning at least 5 credits, as measured by student transcripts.

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.

Quality Review Findings

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

Quality Review Evidence

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

Quality Review Analysis

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

Data Analysis

According to the School Quality Guide, the daily attendance rate of the school was 80%, falling in the 25th percentile of our peer group and the 24th percentile of the city range. Additionally, the daily student attendance rate has decreased each of the past three years, from 81% in 2013, to 80% in 2014 to the current rate of 80%. The daily attendance rate is a critical statistic in ensuring that students receive continuous instruction, and are able to successfully accumulate credits and experience success on exit exams.

Informed by Capacity Framework Element— Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Priority Need(s)

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

Part 2 – Annual Goal

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

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Attendance Team</u></p> <p>Reformulated school attendance team to develop and implement interventions to individually support students with poor daily attendance including:</p> <ul style="list-style-type: none"> • Weekly meetings of the attendance team to monitor student attendance through data analysis. • Appointing a specific adult within the school for each student with a pattern of excessive absences to provide direct intervention, utilizing research based practices to re-engage students with school. • Home visits by attendance teacher and family worker for long-term absences. • Small group student counseling through the community based organization to support students transitioning back into school and ensure students are engaged with school. • Advisory program to ensure that each student is known by at least one adult in the building well. • Parental outreach efforts through Skedula, Global Connect phone calls, direct phone calls, e-mails and mailings. 	<p>Students with poor daily attendance</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Assistant Principal Supervision <p>Implementers:</p> <ul style="list-style-type: none"> • Guidance Counselor • Social Worker • Network Attendance Teacher • CBO Social Workers • Community Associates

<ul style="list-style-type: none"> Establishing a peer mentorship program (acclimated) through Peer Group Connection-Center for Supportive Schools 			
<p><u>Recognition and Incentives</u></p> <ul style="list-style-type: none"> Perfect attendance board updated monthly to honor students with perfect attendance. Field trips to reward students with outstanding attendance. Incentives such as NBA Cares program and tickets to local events such as professional sporting events to reward students with exceptional attendance. 	All students	September 2015- June 2016	<p>Point Person(s):</p> <ul style="list-style-type: none"> Assistant Principal Supervision <p>Implementers:</p> <ul style="list-style-type: none"> Guidance Counselor Social Worker Network Attendance Teacher CBO Social Workers Community Associates
<p><u>Advisory Program</u></p> <ul style="list-style-type: none"> Expanding the advisory program to support student attendance by providing additional time for each advisor to make contact with the families of advisees at least once per week for 40 minutes. Developing and implementing advisory lesson plans that focus on the importance of daily attendance. Monthly professional development session to review upcoming advisory curriculum and support teachers in the implementation of the curriculum. Consistent parental contact from the advisor to the advisee. The use of Skedula to track student progress and communicate with families. 	All students	September 2015- June 2016	<p>Point Person(s):</p> <ul style="list-style-type: none"> Social Worker <p>Implementers:</p> <ul style="list-style-type: none"> All advisory teachers Parent Coordinator
<p><u>Coop Tech Program</u></p> <ul style="list-style-type: none"> Through the implementation of the Coop Tech program, students will have access to job training and matching services during the school day, providing an additional avenue to reengage students with the education process. 	All students and families	September 2015- June 2016	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal <p>Implementers:</p> <ul style="list-style-type: none"> Social Worker Guidance Counselor

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.

- Members of the Administrative Team, Social Worker, Guidance Counselor, Community Based Organization Social Workers and resource coordinator, Network Attendance Teacher, Community Associates to develop and implement interventions to improve student attendance.
- Weekly meeting time for Attendance Team.
- Incentives provided through the Community Based Organization
- School Skedula account.
- Regularly scheduled advisory meetings for teachers and students.
- Partnership with Community Based Organization, Partnership with Children to provide interventions and supports for students and staff.

Part 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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	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.

By February 2016, student daily attendance will improve by 2% as measured by the daily attendance rate for the first semester.

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 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.

Quality Review Findings

Based on the most recent 2013-14 QR Report, our school received a “Proficient” for QR Indicator 1.1. The report stated the following: “As a result of these refinements[curricula], more learners have access to curricula and tasks, thus increasing the number of students that are cognitively engaged.” Additionally, the school received “Proficient” for QR Indicator 1.2. The report stated the following: “The lack of challenging learning experiences across the majority of classrooms hinders the development of higher order thinking skills for all students.”

Quality Review Evidence

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

Quality Review Analysis

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

School Quality Data Analysis

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

weighted pass rate of the previous year. The poor results on exit examinations, especially Mathematics Regents, are a major concern for the school.

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

Part 2 – Annual Goal

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers instructing students within the lowest third will implement differentiated instructional strategies that will result in an increase of 5% of lowest third students from each cohort year successfully passing the ELA regents or Common Core Mathematics examination.

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><u>Professional Development & Instructional Strategies</u></p> <ul style="list-style-type: none"> • Through Teaching Matters, administrator, teacher leaders, and teacher teams will receive support from coaches in each content area. • Teachers will engage in department meetings at least 3 times per week to collaboratively discuss instructional strategies that can be implemented across the department to support students in the lowest third. Department meetings will focus on inquiry, with teachers analyzing cycles of student work to surface and share targeted instructional strategies to support students in the lowest third. 	<p>Students in the schools lowest third</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal <p>Implementers:</p> <ul style="list-style-type: none"> • Assistant Principal Supervision • Lead Teacher • Coaches

<ul style="list-style-type: none"> • Teachers will engage in a series of lesson studies by department, working collaboratively to create learning tasks that require higher levels of student thinking. • A professional development series on questioning for all staff members, focusing on implementing the following strategies into classroom practice: <ul style="list-style-type: none"> • Formulating better questions, providing training for teachers to ask stronger questions of students. • The question formulation technique, providing a strategy for students to develop their own higher order thinking questions and open a student initiated line of inquiry. 			
<p>Based upon the data, the school made strategic hiring and programmatic decisions to support students in the lowest third by taking the following steps:</p> <ul style="list-style-type: none"> • Recruiting dual-licensed teachers in with Special Education and ELA or Special Education and Mathematic to support students in the lowest third in English and Math courses in their preparation for the ELA and appropriate Mathematics Regents examination. • Teachers assigned to co-teaching courses are provided with regularly scheduled common planning time to develop multiple entry points into the curriculum for all students, especially those in the lowest third. • Students are programmed in elective programs to enrich and expand their knowledge in ELA or Math based upon need. For example, each 1st year high school student will be enrolled in an engineering course to further their mathematical knowledge, while 2nd and 3rd year students will be enrolled in additional writing courses. • Offering and programming students for PM school and Saturday school for student to prepare for Regents examinations in ELA and Mathematics courses. 	<p>ELA & Mathematics teachers</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal <p>Implementers:</p> <ul style="list-style-type: none"> • Assistant Principal Supervision • Hiring Committee
<p>The following strategies will be implemented to increase family-community ties and supports students in the lowest third achievement:</p> <ol style="list-style-type: none"> a. The school will host a curriculum night in September, to introduce and/or reinforce the Regents examination requirements for each student. b. College Workshops featuring post-secondary institutions c. Advisors will implement Student Led Conferences [SLC] coordinated with their advisee’s family at least once per 	<p>Families of students in the school’s Lowest Third</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Social Worker <p>Implementers:</p> <ul style="list-style-type: none"> • Advisory Teachers

semester. Each advisor will schedule an appointment with each family of their advisee, during which time students will review their progress through and examining student work and grades .			
<p>The following strategies will be used to build trust:</p> <p>a. Increase school-family communication by publishing a monthly calendar with parent workshops</p> <p>b. Teachers will conference with all students including students in the lowest third to monitor student progress, collaborate on setting learning goals and provide strategies to support student learning.</p> <p>c. Teachers will use Skedula to track student academic and social progress. Positive messages will be sent to families, as well as positive phone calls for students as well.</p>	<p>All stakeholders</p> <p>Students in the schools lowest third</p>	<p>Sept. 2015- June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Guidance Counselor • Parent Coordinator <p>Implementers:</p> <ul style="list-style-type: none"> • All stakeholders: Lowest third Parents and students, school staff members

Part 4 – 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>1. Use of teacher teams, peers, Instructional Coaches and Lead Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum and analysis of data for the subject.</p> <p>2. Scheduling for common planning time for co-teachers and departmental meetings.</p> <p>3. School Skedula account.</p> <p>4. Parent coordinator to effectively communicate with families.</p> <p>5. Professional Development resources , such as the NYCDOE Handbook for Professional Learning.</p> <p>6. Guidance Counselors to identify student programming needs</p> <p>7. Castle Learning, Edivate and Achieve 3000</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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	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.

By February 2016, there will be a 2.5% increase in the number of students in the lowest third passing January Regents examinations in ELA and Mathematics.

Part 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 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.

Quality Review Findings

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

Quality Review Evidence

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

Quality Review Analysis

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

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

Priority Need(s)

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

Part 2 – Annual Goal

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.

By June 2016, 100% of teachers will demonstrate an average increase of one aggregate performance level in 3C [Danielson Framework] as a result of the school-wide emphasis on the creation and implementation of higher order thinking learning tasks.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Through frequent cycles of teacher observation, school leaders will:</p> <ol style="list-style-type: none"> 1. Provide specific, time bound and actionable feedback to support teacher professional growth in engaging students in learning based upon the Danielson Framework for Teaching. 2. Utilize the Danielson Framework for Teaching as a common language as to what good instruction looks like. 3. Support teachers through individualized teacher improvement plans. 4. Meet individually with teachers to provide exemplar learning strategies to improve student engagement through more cognitively challenging learning activities. 5. Frequent monitoring of Advance data to monitor individual teacher progress. 	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Point Person(s):</p> <ol style="list-style-type: none"> a. Principal <p>Implementers:</p> <ol style="list-style-type: none"> b. Administrative team c. Staff Developer
<p>Professional Development:</p> <ol style="list-style-type: none"> a. All teachers will receive weekly staff professional development. 	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Point Person(s):</p> <ol style="list-style-type: none"> a. Principal <p>Implementers:</p>

<p>b. Each teacher will meet with the principal to develop individual goals.</p> <p>c. A Lunch and Learn series of professional development sessions (2x per month) for new teachers, to support their transition into the school.</p> <p>d. Selected teachers will engage in 6 week cycles of professional development sessions facilitated by a Talent Development Coach, leading the development of teacher leaders to turnkey this learning and strengthen their understanding of the Danielson Framework.</p> <p>e. New teachers will receive an individual mentor.</p> <p>f. Provide individualized teacher support through professional development modules on the NYCDOE ARIS Learn web application.</p> <p>g. The utilization of a school-wide curriculum map instructional rubric to evaluate the quality of curriculum.</p> <p>h. Use Advance data to inform differentiated professional development in a collaborative setting using small group PD and various coaching models (side-by-side, in-class coaching, peer inter-visitation, demonstrations, ARIS learn teaching modules.)</p> <p>i. Teachers and school leaders will receive support from the ISA coaches.</p> <p>j. Implementation of Inquiry by the teacher teams</p>			<p>b. Administrative team</p> <p>c. Staff Developer</p>
<p>The following strategies will be implemented to increase family-community ties:</p> <p>a. The school will host a curriculum night in September, to introduce and/or reinforce the Regents examination requirements for each student, meet parents/families, learn about the curriculum content, means of communication with the school and instructional initiatives.</p> <p>b. Parent workshops on post-secondary educational opportunities</p> <p>c. Students led conferences</p> <p>d. Hiring of new parent coordinator</p> <p>e. Establish partnership with CBO</p>	<p>All Families</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <p>a. Parent Coordinator</p> <p>Implementers:</p> <p>b. All teachers</p> <p>Guidance Counselor</p>

<p>The following strategies will be implemented to develop trust:</p> <ul style="list-style-type: none"> • The creation of a School Development Committee to play a central role in the development of professional development activities and calendar. • Honoring staff achievements through celebrations of best practices. • Implementing inter-visitation among teachers. • Utilizing teachers as resources in supporting next steps among colleagues. 	All Teachers	September 2015- June 2016	Point Person(s): Principal Implementers: a. Administrative team Staff Developer
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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>
<ol style="list-style-type: none"> 1. Scheduled cycles of observations for all teachers by members of the Administrative team. 2. Talent Development Coach, Content Area Coaches, Staff Developer and School Development Committee to support development of differentiated professional development opportunities. 3. Scheduled weekly meeting times for full staff professional development. 4. Various professional resources from NYCDOE resources such as Edviate, and the NYCDOE Handbook for Professional Learning. 5. The Danielson Framework for Teaching and the Advance System 6. Research and utilize books, videos and articles about research based techniques 7. Scheduled coverages for teacher inter-visitation, modeling, and meetings with administrators.

<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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		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>By February 2016, teachers will increase the quality and number of higher order thinking learning tasks used as measured by all teachers demonstrating an average increase of one-half aggregate performance level in engaging students in learning on the Danielson Framework for Teaching.</p>
<p>Part 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 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.

School Survey Data:

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

Informed by Capacity Framework Element- Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. Community Mobilization meetings are held on a monthly basis. Parent Coordinator engages in one on one relational meetings with parents. School has implemented a parent university in which there is development for parents such as job skills, certification, financial and computer literacy.

Part 2 – Annual Goal

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, opportunities for parent engagement in workshops and other school events will increase by 10%, as measured by the number of parents participated in various school events.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • The school will offer additional college preparation workshops for parents, including topics on financial aid and college opportunities for ELL & SWD students. • Frequent Parent Association and School Leadership Team meetings based upon a pre-planned calendar. • Host six planned evenings for parents to meet with their child’s teacher, including a curriculum night and four periods for parent-teacher conferences. • The school will host a winter and spring concert, inviting parents to attend the event. • The school will hold town hall meetings at the end of marking period to acknowledge student achievement with certificates and other incentives. • The school will continue its tradition of awards nights, inviting parents and community to attend. 	<p>All parents</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <p>a. Parent Coordinator</p> <p>Implementers:</p> <p>b. Advisory Teachers</p> <p>c. Community workers</p> <p>d. Guidance Staff</p>
<p>Communication:</p> <ul style="list-style-type: none"> • The school will create a monthly calendar to be posted on Skedula and throughout the school. • Events will be announced to parents through phone calls, direct mailings, and email. • Monthly PTA and SLT meetings • Progress reports • Parent night meetings • Community mobilization meetings with members of the community which includes the business 	<p>All parents</p>	<p>September 2014- June 2015</p>	<p>Point Person(s):</p> <p>a. Parent Coordinator</p> <p>Implementers:</p> <p>b. Advisory Teachers</p> <p>c. Community workers</p> <p>d. Community Based Organization</p>

community that may lead to part-time employment			
<p>Events for Parents:</p> <ul style="list-style-type: none"> Through the Community Schools Grant, our partner CBO, Partnership with Children, will host additional workshops for parents. Topics will include the following: <p>a) Job skills and placement</p> <p>b) Parenting workshops- College Access, Financial Literacy</p> <ul style="list-style-type: none"> Parent University – Computer literacy, GED, ESL Parent Retreats Monthly Community Schools meeting 	All Parents	September 2014- June 2015	<p>Point Person(s):</p> <p>Resource Coordinator</p> <p>Implementers:</p> <p>Community Based Organization Staff</p>

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>1. Members of the school community to volunteer to attend parent events.</p> <p>2. Permits to allow the use of space outside of the school day.</p> <p>3. School Skedula account.</p> <p>4. Community based organization relationship</p> <p>5. Additional School Social Workers</p> <p>6. Family Workers</p> <p>7. Community School Director</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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	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.

By February 2016, opportunities for parent engagement in workshops and other school events will increase by 10%, as measured by the number of parents invited to at the school 3 or more times on a school issued parent survey.

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

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)	<ul style="list-style-type: none"> • DATA ANALYSIS: -Level 1 and Level 2 on the 8th grade ELA CC -Teacher Progress Report / Teacher Referral -Report Card -Regents Score Transcript/Diploma Evaluation • Individual Educational Plan • English Language Learners • Parental Engagement • Attendance 	<ul style="list-style-type: none"> • Extra Course Sections- reducing class size • Blocked Scheduling for 9th graders • Achieve 3000 • Additional Writing Course- Argumentative Writing Course, Research Writing • Dramatic Literature Course • PM School • Saturday School • Tutoring • Co-op Tech- providing students with academic and career opportunities. • College Now 	<ul style="list-style-type: none"> • Small class size • Small group instruction • 1:1 Tutoring 	<ul style="list-style-type: none"> • During the School day • Before School • After School • Lunch Period by Student Request • Saturdays
Mathematics	<ul style="list-style-type: none"> • DATA ANALYSIS: -Level 1 and Level 2 on the 8th grade Math CC 	<ul style="list-style-type: none"> • Dual Certified Teachers providing instruction in all ICT classes. • Blocked Scheduling for 9th graders 	<ul style="list-style-type: none"> • Small class size • Small group instruction • 1:1 Tutoring 	<ul style="list-style-type: none"> • During the School day • Before School • After School

	<ul style="list-style-type: none"> -Teacher Progress Report / Teacher Referral -Report Card -Regents Scores Transcript/Diploma Evaluation • Individual Educational Plan • English Language learners • Parental Engagement • Attendance 	<ul style="list-style-type: none"> • Achieve 3000 • Extra Course Sections- reducing class size • Additional Mathematics through Engineering Courses • Tutoring • Co-op Tech- providing students with academic and career opportunities. College Now: Mathematic Courses 		<ul style="list-style-type: none"> • Lunch Period by Student Request • Saturdays
Science	<ul style="list-style-type: none"> • DATA ANALYSIS -Teacher Progress Report / Teacher Referral -Report Card -Regents Scores Transcript/Diploma Evaluation • Individual Educational Plan • English Language Learners • Parental Engagement • Attendance 	<ul style="list-style-type: none"> • STEM Initiative : Project Lead the Way • Tutoring • Co-op Tech- providing students with academic and career opportunities. • College Now: Health Sciences Courses • Extra Course Sections- reducing class size 	<ul style="list-style-type: none"> • Small class size • Small group instruction • 1:1 Tutoring 	<ul style="list-style-type: none"> • During the School day • Before School • After School • Lunch Period by Student Request • Saturdays
Social Studies	<ul style="list-style-type: none"> DATA ANALYSIS: -Level 1 and Level 2 on the 8th grade ELA CC 	<ul style="list-style-type: none"> • Extra Course Sections- reducing class size 	<ul style="list-style-type: none"> • Small class size • Small group instruction 	<ul style="list-style-type: none"> • During the School day • Before School

	<ul style="list-style-type: none"> -Teacher Progress Report / Teacher Referral -Report Card -Regents Scores Transcript Evaluation 1. Individual Educational plan 2. English language Learners 3. Parental Engagement 4. Attendance 	<ul style="list-style-type: none"> • Project Based Learning Strategy • Tutoring • Co-op Tech-providing students with academic and career opportunities. • College Now: Humanities 	<ul style="list-style-type: none"> • 1:1 Tutoring 	<ul style="list-style-type: none"> • After School • Lunch Period by Student Request • Saturdays
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> 1. Mandated Counseling 2. Student request 3. Parental Request 4. Teacher Referral Attendance 	<ul style="list-style-type: none"> • Students are given academic, social, and emotional counseling by the guidance counselor, social worker and CBO: Partnership with Children • Teacher mentoring • Advisory • Attendance mentoring • Gender/Grade level specific forums 	<ul style="list-style-type: none"> • Small groups • Individual • Specific gender • Grade level 	<p>During the School Day</p>

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.
Teachers are recruited by the recruitment committee and are engaged in a group interview, group lesson planning, demo lesson, and individual interview. When hired, teachers are assigned within their content areas and supported by administrators, coaches and teachers leaders. New teachers are assigned and buddy teachers as well as take part in New Teacher Chat and Chew professional development. All teachers participate in ISA PD, Network PD and weekly school based professional development.

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).
<p>The purpose of this plan is to create professional development supports for faculty to improve student academic achievement through targeted learning opportunities for the school faculty. Additionally, this plan will serve to support educational initiatives including the City-wide Instructional Expectations, Common Core Learning Standards and the implementation of Advance with the New York State Professional Development Standards [available on-line]. The plan is based on a needs assessment, based upon multiple qualitative and quantitative data sets.</p> <p>1. Professional Development Needs:</p> <p>The primary professional development needs include training in the successful implementation of the Common Core Learning Standards in all content areas, an in depth understanding of the Danielson Framework for Teaching to support improved classroom instruction and the use of student data in planning and modifying instruction to improve student achievement.</p> <p>2. Professional Development Activities:</p> <p>Rockaway Collegiate High School will expect and encourage staff to participate in learning activities designed to foster professional growth. The purpose is for staff to engage in meaningful and ongoing activities in a collaborative learning community geared towards generating increased student academic achievement through improved instructional practices.</p>

Research supports professional development that:

- Deepens teachers' knowledge of content and how to teach students
- Helps teachers understand how students learn specific content
- Provides opportunities for active, hands-on learning
- Enables teachers to acquire new knowledge, apply it to practice, and regularly reflect on results with colleagues
- Is collaborative and collegial
- Is intensive and sustained over time

(Darling-Hammond, 2009)

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

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

3. Professional Development Goals

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	132,158.00		

Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,947,478.00		

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. Rockaway Collegiate High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Rockaway Collegiate High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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]

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

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 27	Borough Queens	School Number 351
School Name Rockaway Collegiate 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 Carol Ying	Assistant Principal Jean Woods-Powell
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Kerry Pinkerton	School Counselor Keri Bennett
Teacher/Subject Area Linda Nelson/ELA	Parent n/a
Teacher/Subject Area type here	Parent Coordinator n/a
Related-Service Provider Carol Centrone	Borough Field Support Center Staff Member Nathifa Morris
Superintendent Michael Prayor	Other (Name and Title) Vivian Kahn, ENL Site Coord.

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	2	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	401	Total number of ELLs	18	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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										0	0	0	0	0
Dual Language										0	0	0	0	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	18	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	3
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	3

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										0
DL										0
ENL	13	3		2			3		3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE										0	0	0	0	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	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										5	4	6	0	0
Chinese														0
Russian														0
Bengali												1		0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi											1	1		0
Polish														0
Albanian														0
Other										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)										1	1	2	0	0
Emerging (Low Intermediate)										1	4	0	0	0
Transitioning (High Intermediate)										0	0	0	0	0
Expanding (Advanced)										4	4	1	0	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	0	0	0	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										1	4	3	4	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	2	0	0	0
Integrated Algebra/CC Algebra	7	2	0	0
Geometry/CC Algebra	3	2	0	0
Algebra 2/Trigonometry Math _____				
Chemistry	2	2	0	0
Earth Science				
Living Environment	4	3	1	0
Physics	0			

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	3	2	0	0
Geography				
US History and Government				
LOTE				
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.
 In reference to assessing the early literacy skills of our students, Rockaway Collegiate High School uses the New York State Identification Test for English Language Learners (NYSITELL) to identify entitled students at admission. The data from this assessment informs us as to the entering ENL level of our students: Entering (Beginning), Emerging and Transitioning(Intermediate), Expanding (Advanced) or Commanding(Proficient/Pass). For the 2015-2016 school year we have continuing ENL students and those students who are list-noticed to our high school. We also look at years in an English Language School System, noting that 15 out of 18 ELLs, 83.3%, are here six years or less. We have 3 long-term ELLs here six or more years. This information helps to inform our school's instructional plan for these students. Patterns across the NYSESLAT modalities indicate that our students need continued work in reading and writing. For those students with a home language of Spanish, we also administer the Spanish LAB on admission, and this important data is used to assess the student's literacy skills in the native language, a very important assessment for instructional planning for these students. This test is administered by licensed pedagogues. Research has shown that strong literacy skills in the native language/L1 transfer to the second language/L2 and are a positive indicator for academic success.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across the proficiency levels indicate that our students are obtaining proficiency in listening and speaking and need continued and rigorous work in reading and writing. The students generally score well on the listening and speaking subtests of the NYSESLAT with the exception of our very new admits who scored 000 on the LAB and do not score highly in the speaking subtest of the latest NYSESLAT, both were entering ninth graders. For our continuing tenth, eleventh and twelfth grade ELLs, data patterns show growth in LAT levels with growth in the total score, 6 student went up one level, 4 students remained at expanding/advanced. and 7 students who achieved Commanding on the Spring 2015 NYSESLAT. RCHS also had 7 students achieve proficiency on the Spring 2015 NYSESLAT, and continued to service 5 students who had a Spring 2014 score of Passed/Proficient.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Patterns across the NYSESLAT modalities indicate that our students need rigorous instruction in order to improve specifically in the reading and writing modalities. Instructional decisions would include incorporating all four language skills in all English as a New

Language class lessons, in the integrated "push-in" subject area classes, as well as in English Language Arts classes with an emphasis on developing strong reading and writing skills. Our plan is to use the AMAO estimator to analyze this data. As we currently have a population of 18 ELLs we plan to avail ourselves of the use of the AMAO indicators in the 2015-2016 school year. AMAO #2 addresses the percentage of students achieving proficiency, for example we have 7 students who achieved proficiency on the Spring 2015 NYSESLAT which would be 29.2%, meeting the yearly AMAO for the prior school year.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Rockaway Collegiate High School currently has an English as a New Language Program as we have 18 ELLs from 3 different language groups. Patterns across the grades indicate that 1 entering level student is in grade 9 with 1 emerging, no transitioning students and 4 expanding students. In grade 10 there is one entering, 4 emerging/transitioning and 4 expanding students, in grade 11 there are 2 entering levels on the NYSESLAT or NYSITELL, and 1 expanding, and in grade 12 for 2015-2016 there are no entitled English Language Learners. Periodic formative Assessments are prepared by the classroom ENL teacher and are used to inform instruction, guiding planning and skills development in the four modalities. We do not currently use NYC DOE periodic assessments but formative assessments prepared by the ENL classroom teacher, utilizing her expertise and experience in assessment. Students also take MOSL exams. Native language is used as support as we do not currently offer Native Language Arts at RCHS as we do not have a Bilingual Program at this time due to our varied language groups and ELL population by grade and language. The results of the 2015 Regents Examinations show how our ELLs fared in taking the tests in the native language side-by-side with the English version.

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.](#)]

Not applicable

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

Our students' second language development is considered in instructional decisions, wherever possible native language support is offered. We also offer Spanish classes and some of our ELLs also participate in these programs. This allows them to accumulate high school credit and to pass the LOTE exams. Academic vocabulary development is crucial in second language development and we offer extensive glossaries of academic content area vocabulary both from NYSED and purchased educational dictionaries and materials

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

RCHS does not have a dual language program.

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

To evaluate the success of our program, "data drives instruction," and an analysis of the data informs us as to the progress our English Language Learners are making and helps us evaluate the success of our program for ELLs. For example, we have seen growth on the NYSESLAT and are offering Regents preparation classes for our ELLs as well. As we are in our fifth year as a new school we now encompass grades 9-10-11 and 12, offering more Regents Examinations. Regents data this year and for 2015-2017 will help us evaluate the success of our program for ELLs. We disaggregate the data on the NYSESLAT, analyzing the modalities, and also look at the total score and growth. RCHS' plan is to meet our AYP for our ELLs. Success for our English Language Learners is not just success on examinations, but a continued growth of language acquisition, increase in social and academic vocabulary, participation in all school programs, extracurricular activities, assistance in the college application process, and inclusion in the entire school community. These are objective measurements and subjective evaluations, ensuring that our English Language Learners achieve success

Part IV: ELL Identification Process

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

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.

Rockaway Collegiate High School follows the mandated steps for the initial identification of students to determine entitled English Language Learners. We administer the Home Language Survey (HLIS) which includes the informal oral interview in English and in the

native language. We currently have HLIS surveys in 6 languages and any other language can be obtained from the NYCDOE website. The persons responsible for conducting the initial screening are our ENL licensed teacher, Ms. Kerry Pinkerton, our ENL licensed ENL Coordinator, Ms. Vivian Kahn, and our licensed counselor Ms. Eileen Maldonado. Our office personnel also includes professional staff who can assist in translation, for example, Ms. V. Andujar. Our ENL Coordinator, Ms. Kahn is our NYSITELL/NYSESLAT Coordinator, with the assistance of our Testing Coordinator. Ms. Kahn holds numerous certifications including a NYC TESL Secondary license, a NYS TESOL license, as well as administrative licenses for SDA, SAS, Assistant Principal and Principal. The staff members involved in the ELL Identification Process are all experienced and licensed pedagogues.

According to the NYC Department of English Language Learners and Student Support, "English Language Learner Policy and Reference Guide 2015-2016" pages 7-8, we ensure the ELL Identification Process includes 4 steps, the administration of the Home Language identification Survey (HLIS) which includes an interview with the student and parent in the parent's preferred language of communication to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of formal initial assessments (and ATS scanning) of the NYSITELL, and (4) the administration of the Spanish LAB (and ATS scanning) to newly identified ELLs whose home language is Spanish and who are entitled according to the NYSITELL score. We also follow the "New York State ELL Identification Process," which involves (1) screening, (2) initial assessment, (3) program placement, and the (4) annual assessment. The first step is administering the Home Language Questionnaire, the HLIS. If it is determined that the home language is other than English, according to guidelines for the HLIS, an informal interview is conducted in the Native Language and English. If the student speaks a language other than English, or speaks little or no English, and as determined by responses on the HLIS, the NYSITELL, level VIII high school level, is administered. According to guidelines, Rockaway Collegiate High School ensures that all new admits who are NYSITELL eligible are tested within 10 school days. If the student scores Entering, Emerging, Transitional, or Expanding Levels the student is identified as LEP, an English Language Learner (ELL). We then administer the LAB (Spanish) if the home language is Spanish (SP) and it is determined by the NYSITELL score. The NYSITELL and LAB (Spanish) are on-going tests during the school year for our new admits with a home language other than English who are code 58's and do not have a prior score as a code 50, etc. admit. We score the NYSITELL test immediately as it is scanned at the school, or in the case of the Spanish LAB, sent in to scanning at our Borough Assessment Office with dates per Memorandum #2, New York City Department of Education.

New for 2015-2017, students who are re-entering after having been enrolled in a school outside of NYC and or NYS for 2 or more years must complete the entire ELL identification process by beginning with determining the home language. As of this writing no students meet this criteria. However, students who re-enter for less than 2 years are not eligible for this process and will continue in the ELL status that was in effect at the time of their discharge. In the case of admission from a New York State public school, to a New York City public school, we will obtain the NYSITELL and NYSESLAT scores directly from the sending NYS school which allows the student to continue in the ELL status in effect at the time of discharge from the NYS school.

RCHS makes use of the helpful chart, page 10, in the "English Language Learner Policy and Reference Guide 2015-2016" as a reference.

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).
A review of the HLIS, page 2, details information critical to identifying and planning of services for our SIFE students by identifying prior schooling experience, and the parent interview, gives us background information as to how to best assist these students. The SIFE questionnaire will help us identify SIFE students and student work will offer an additional assessment.
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).
Newly enrolled students with IEPs are ELLs who are serviced by an Individualized Education Program. An IEP team determines the student's eligibility for Special Education services and the language(s) in which SE and services are delivered. The team at Rockaway Collegiate High School is Ms. C. Centrone, Ms. A. Robinson, and Mr. V. Torres, members of our IEP/Special Education Department. SWDs (Students with Disabilities) who are also ELLs receive accommodations that apply to both and are not exempt from taking the NYSESLAT. Test modifications and accommodations are detailed on the IEP for the NYSESLAT and we follow the School Administrator's Manual for the test. The IEP team meets and confers with the ENL teacher as well as the ENL Site Compliance Coordinator throughout the academic school year.
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.
Rockaway Collegiate ensures that entitlement and non-entitlement parental notification letters are distributed within five school days after scanning the NYSITELL and determining eligibility or non-eligibility for ENL services. Our ENL coordinator, Ms. V. Kahn prepared copies of parental notification letters this September and has distributed the letters to all entitled ELLs who have brought the letters home for parental notification and signatures. Copies of these letters are kept in the ENL office file as well as in the student's permanent record card in our main office file.
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).

New for 2015-2017, parents can appeal an ELL status for their child within 45 days of enrollment. In Phase 1 of the re-identification process, schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL can request that the ELL identification process be administered a second time within 45 days of enrollment only. We will inform parents at the initial identification process about the re-identification process and will initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian, a student's teacher, if the teacher's request includes written consent from the parent or guardian, and a student of 18 years of age or older as delineated in the "English Language Learner Policy and Reference Guide 2015-2016."

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.

Rockaway Collegiate has structures in place to ensure parents understand all three program choices. We show parents the Parent Orientation Video at admission and describe the three programs offered in New York City, Transitional Bilingual, Dual Language and Free-Standing English as a New Language (2015-2017). We hold Parent Orientations and have a Parent Orientation at our high school Open House. Parents have the opportunity to ask any and all questions. After the parent has learned about the 3 programs, and has made a selection for the ELL program for his or her child, we explain the program we currently have at RCHS. We confer with our parents that since we do not have 20 or more ELLs in any single grade, and that we currently have 18 ELLs from 3 different language groups, we do not have sufficient numbers to create a Bilingual Program as per CR Part 154. RCHS also does not have a Dual Language Program and entitled students would be placed in our Free-Standing English as a New Language (ENL) Program at RCHS after being offered the three choices with the option of transfer. We explain the transfer option if they select a Bilingual or Dual Language Program. Also, we keep records so that we can notify parents when the program of choice might be available in the future. Parent program options are honored, we ensure that our parents are aware of the program choices and ensure their options are followed. Parents can meet with our Principal, Assistant Principal, Director of Family Services, our Parent Coordinator and our ENL Coordinator. There is an on-going communication with parents and the staff at RCHS, the timeline is ongoing for the entire academic school year, and staff is also on hand during the summer session.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

RCHS ensures that entitlement letters are distributed and that Parent Survey and Program Selection forms are returned, secured and stored. If results on the NYSITELL indicate a student is identified as an ELL, an initial placement letter (C: Entitlement letter) is sent to the parent. Students sign for these letters on a "Document Sign-Off Sheet" and receipts are returned and kept on file in office 275M with our ESL Coordinator and in office 272 which houses student records, parent outreach and attendance. Students are given a certificate upon return of the parental notification letter to ensure compliance. In order to communicate with parents the following parental notification letters are distributed, receipts collected and copies kept in the school as stated above, and offered in translated versions: C: Entitlement Letter, D: Parent Survey and Program Selection, E: Non-Entitlement Letter after a Proficient (Pass) on the NYSITELL F: Placement Letter, G: Continued Entitlement Letter, H: Non-Entitlement Transition after first Pass/Proficient on the NYSESLAT. As stated in this document, if a parental notification letter is not returned, the default program for ELLs at Rockaway Collegiate High School is ENL as per CR Part 154 since we do not have sufficient numbers of one language group to form a Bilingual Program at this time. RCHS is now in its fifth year, we have a full complement of grades 9, 10, 11 and 12, students with continued entitlement are continuing in the program, and we have had 4 new admits, code 58 this year, who after NYSITELL testing were identified as English Language Learners. If the letters are not returned, there is parent outreach. The ENL coordinator meets with the student and sends home a second letter. If that letter is not returned a phone call is made to the parent either by the Parent Coordinator, main office or ENL Coordinator. RCHS has had excellent receipt of all letters in the prior school years and we anticipate that this will continue.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As previously mentioned, we keep a "Document Return Sign-Off" sheet to monitor return, students are called to the ENL Coordinator's office to return all correspondence, the ENL classroom teacher assists with collection, there is parent outreach if there is no return, and we have an excellent completion and return record.
9. Describe how your school ensures that placement parent notification letters are distributed. Parental notification letters are prepared and distributed by the ENL Coordinator and ENL classroom teacher and are strictly monitored for receipt and return.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is kept in the main office student records secure file with a copy filed with our English as New Language Coordinator. There is a file of all entitlement and non-entitlement letters as well as HLIS previously prepared and ready for immediate distribution.
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 annual assessment is The New York State English as a Second Language Achievement Test, the NYSESLAT, administered every spring. This test consists of Listening, Reading, Writing and Speaking subtests. The next administration is in the Spring of 2016. (The speaking subtest begins in April and the listening, reading and writing subtests are administered in May). We ensure that all four components of the NYSESLAT are administered per NYSED and NYCDOE guidelines, with each subtest of listening, reading and writing administered on a separate day in May during the test administration period, and the individual speaking subtest administered one-on-one by a licensed ENL/ESL teacher using the NYSED scoring guide and sheet during the April/May time-frame allowed for the speaking subtest. We also schedule make-up testing time for those students who might have missed one or more of the subtests of the NYSESLAT during those testing dates. We ensure that all testing is completed within the mandated testing dates and follow all guidelines provided in the Test Memorandum and Directions for Administrators. The first step is to identify which students are eligible for NYSESLAT testing. We use many NYCDOE ATS reports such as the RLAT, the RLER, and the RMSR which offers NYSITELL and LAT test eligible students in the ATS menu. We administer the NYSESLAT to all our entitled students who have been identified as English Language Learners and are being served in RCHS' ENL Program. The results of this test are usually available from the New York State Education Department and released by the NYCDOE in August, and are crucial for student placement for the following school year. Our ENL Coordinator obtains the scores in the summer, or as soon as released, for programming consideration for the following school year. Students remain identified as English Language Learners, receive all mandated units of ENL as per the new regulations in effect for the 2015-2016 school year, and participate in our Stand-Alone English as a New Language (ENL) program and Integrated ENL, and, as of this writing (we monitor our new admits to see if we can form a Bilingual Program or if a Dual Language Program might be initiated in the future), until they receive a "CM" Commanding/Proficient (Pass) on the latest administration of the NYSESLAT. Rockaway Collegiate High School takes proactive steps to ensure that all sections of the New York State English as a Second Language Achievement Test are administered to all ELLs every school year. We had a 94.1% participation rate for the Spring 2015 administration of the NYSESLAT as one student was out of the country in Bangladesh for the entire testing period.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Students sign for Continued Entitlement and Transitional Support letters in the same manner as other parental option letters. We distribute the letters to the students, they sign the "Document Sign-Off Sheet" and upon return the students receive receipts. These parental notification letters are returned and kept on file in office 275M with our ENL Coordinator and in office 272 which houses student records, parent outreach, and attendance. Students are given a certificate upon return of the letter to ensure compliance. We display these certificates, "We Made a Choice: I returned my Parental Notification Letter." These letters include: Letter "G": Continued Entitlement Letter, and Letter "H": Non-Entitlement Transition after first "Commanding" Pass/Proficient on the NYSESLAT.
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).

Rockaway Collegiate High School is now in its fifth year, students with continued entitlement are continuing in the program, and we have four new admits, code 58 this year with a HLIS language other than English who are identified as ELLs. The Parent requests for these new admits indicated the ENL program. We currently have ELLs in our ninth, tenth, and eleventh grade classes. The current total number of ELLs in our building is 18, representing 3 home languages: Spanish, Bengali, and Punjabi. In reference to trends in parent choice, in the previous academic school years, all of our parents chose the ENL program and did not choose a transfer option. The continuing, current ELL entitled population received NYCDOE/Office of English Language Learners letter G: Continued Entitlement, and no parent requested a change in program. As we do not have sufficient numbers to create a Spanish Bilingual Program, we explain this to our parents, and offer the transfer option to high schools that offer a Bilingual Program. So the trend here at RCHS has been to select the ENL Program. This ensures that the program model has been aligned with our parent requests. As the school grows we will be better able to monitor trends in parent choice with more data. This will surely inform our future programming at Rockaway Collegiate High School

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
Instruction for ELLs at RCHS will follow the new CR Part 154-2 Grades 9-12 English as a New Language (ENL) Units of Study and Staffing Requirements. According to the Spring 2015 NYSESLAT scores we have placed students heterogeneously by grade level in content area classes for the Integrated ENL period and have also scheduled students for the Stand-Alone ENL required number of periods. Our Entering NYSESLAT level students will have 12 periods of ENL, 4 periods of Stand-Alone ENL, 4 periods of Integrated ENL and 4 periods of flexibility of Stand-Alone ENL or Integrated ENL in the Content Areas. Those students who score Emerging on the S'15 exam will have 8 periods of ENL: 4 periods of Integrated ENL, 2 periods of Stand-Alone ENL and 2 flexible Stand-Alone or Integrated ENL Content Area, our Transitioning students will have 4 periods: 2 periods of Integrated ENL and 2 periods of either Stand-Alone ENL or Integrated ENL Content Area, our Expanding level students will have 4 periods of Integrated ENL and our Commanding/Proficient students will have 2 periods a week (.5 units of study) of Integrated ENL in ELA/Content Areas.
 - b. TBE program. *If applicable.*
N/A
 - 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)?
As per the new regulations and as stated in the "English Language Learner Policy and Reference Guide, 2015-16" explicit ENL, ELA and HLA will be delivered as follows: Our Entering NYSESLAT level students have 12 periods of ENL, 4 periods of Stand-Alone ENL, 4 periods of Integrated ENL and 4 periods of flexibility of Stand-Alone ENL or Integrated ENL in the Content Areas. Those students who score Emerging on the S'15 exam have 8 periods of ENL: 4 periods of Integrated ENL, 2 periods of Stand-Alone ENL and 2 flexible Stand-Alone or Integrated ENL Content Area, our Transitioning students have 4 periods: 2 periods of Integrated ENL and 2 periods of either Stand-Alone ENL or Integrated ENL Content Area, our Expanding level students have 4 periods of Integrated ENL and our Commanding/Proficient students have 2 periods a week (.5 units of study) of Integrated ENL in ELA/Content Areas.
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.
As we do not have a Bilingual Program at RCHS core content is delivered by the content area teachers. The language of instruction is English and will have support this upcoming school year by having the ENL teacher provide Integrated ENL in the content area. Co-planning will ensure making content more comprehensible to foster language development and meet the Common Core LS demands. We will report more on this issue as we incorporate these new guidelines for 2015-2016.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
As we do not have a bilingual program at this time, students do not participate in native language arts. We do however offer Spanish LOTE classes to our students and ELLs are included in these classes. We also have Spanish, Haitian and French speaking staff members who may use the native language in informal assessments during the school year. Students are offered translated materials which will enrich their reading skills in the native language. We plan for our ELL students to participate in language classes that may lead to a NYC LOTE Examinations in their native language offering instruction and on-going evaluation during the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs at RCHS are appropriately evaluated in all four modalities of listening, speaking, reading and writing throughout the academic school year. The ENL teacher, Ms. Pinkerton, incorporates all four skills in every ENL lesson, stressing one skill in particular perhaps on a particular day, but incorporating each skill while making evaluations of student language acquisition, not only in testing, but in formative instruction which takes into account student levels on the NYSESLAT all the while building academic language. The students are evaluated in their speaking skills during class discussions, group work, presentations and with the instructor, there are classroom quizzes, tests, portfolio assessment, group and individual projects, presentations, etc. There are also formal examinations, item analysis, and rubrics. Listening skills, reading skills and writing skills are evaluated as an on-going process, imperative for lesson development to move the students along in their acquisition of English and all four modalities. We also utilize "test prep" materials for the NYSESLAT, as well as for the NYS Regents Examinations, and LOTE Examinations, which include all four modalities.

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

Our plan for SIFE (Students with Interrupted Formal Education) students begins with the identification and screening of students who enter as new entrants to the New York City Public School System, code 58's, with a HLIS (Home Language Information Survey) of a language other than English (OTELE). A thorough review of the HLIS, particularly page 2, which informs us of prior schooling experience, and parent interview, gives us background information as to how to best assist these students. We currently have 3 identified SIFE English Language Learner (ELL) students who continue to progress. We will continue to service these students in ENL and offer one-on-one tutoring for the SIFE students identified this year. Teacher assessment of skills, and appropriate grouping for instruction, are crucial as the content area teachers report our students will be taking Regents Examinations in January 2016 as well as in June 2016 and in the 2016-2017 school year. Our SIFE students continue to progress and teachers utilize strategies to increase their English language proficiency, scaffolding, using visual support, graphic organizers, etc. The use of the SMART board in our classes offers visual support for our ELLs. Our plan is to acquire content area materials for our SIFE students and our ELLs. All of our English Language Learners are entitled to test modifications, including extended time, special location, use of bilingual glossaries, and translated versions of exams.

Our newcomer ELLs in the ENL Program receive differentiated instruction, teacher and native language support, and all afore-mentioned interventions. ELLs receiving service for 4 to 6 years attend our ENL program with our ENL teacher, Ms. Pinkerton. There is grouping by level and grouping by years in an English Language School System (ELSS). We plan to obtain a computer program with high interest for this group, as well as utilize the SMART board and applications available for ENL instruction. Utilization of technology, offers instruction and strategies appropriate for those students receiving services 4 to 6 years. We currently have 3 Long-Term ELLs, here more than 6 years. The priority for these students, many whom have excellent speaking and listening skills, is to utilize high interest reading materials and offering instruction in the writing modality, the writing process and providing numerous opportunities for expression in writing in the common core curriculum. In reference to former ELLs, "Commanding," Proficient/Passed, they are offered all testing modifications for two years, the year after receiving proficiency and the year subsequent, a 2-year extension of modification as per the State Education Department. We offer transitional services, continuing to provide glossaries, special materials, and conferencing with our ENL Coordinator.

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.

There is a Phase 2 to the re-identification of ELL status process which ensures that the student's academic progress is not being negatively affected by the determination. Per guidelines, this takes place between six and twelve months from the date that the school received notification from the Superintendent to the principal, parent/guardian, and/or student. The principal will consult with a qualified staff member in the school, the parent and/or guardian and the student. The principal will hear recommendations of qualified personnel and consult with the parent/guardian and will determine if the student may have been adversely affected by the determination. The principal will then provide additional support services and may reverse the determination within the six to twelve month period. This involves consultation with the Superintendent or his/her designee. This final decision notification must be put in writing to all parties: the parent, guardian, and/or student, in the parent's preferred language within ten school calendar days.

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?

At Rockaway Collegiate High School 351, English Language Learners with an IEP are in our ICT setting. As we plan for Integrated ENL in a "push-in" model, we are developing techniques to effectively teach these students in a co-teaching model. Teachers co-plan and explore curriculum topics, units, logistics and individual student needs. They have prepared an extensive co-teaching handbook. Each one of the RCHS Lesson Planning Templates for Differentiating for integrated co-teaching has a dedicated area for differentiated planning on the lesson planning template for ELLs. We currently have 3 IEP/ELLs at Rockaway Collegiate High School, they all are Expanding level on the Spring 2015 NYSESLAT and receive integrated ESL as well as having an IEP teacher in the ICT class. These students are placed in the least restrictive environment; they are in collaborative team-teaching classes.

ELLs with IEPs (Individualized Education Plans)/SWD are serviced by licensed content area teachers and teachers of

Chart

students

with disabilities in a collaborative team-teaching setting, the least restrictive environment. Grade level materials are used that provide all access to academic content areas with an emphasis on the acquisition of an academic vocabulary and English language

development. The ENL teacher confers with this team to plan for the diverse needs of this particular school population incorporating

the spirit of team planning in the ENL lessons. We currently have 3 students who are ENL students and who have an IEP for the 2015-2016 academic school year who will participate in this model.

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?

Our SWD students achieve their IEP goals with the instructional flexibility of an effective co-taught classroom. The teacher delivering the content is the "content specialist," and the teacher co-teaching in the content in the "learning specialist." This second title focuses on the role of the teacher enhancing the classroom environment. There will now be an ENL teacher providing Integrated ENL in these classes as delineated in the "English Language Learner Policy and Reference Guide 2015-2016." These students are well on their way to achieving proficiency as these 3 students with an IEP have scored "Expanding/Advanced" on the NYSESLAT. We will continue to monitor the progress of our ELLs with IEPs and follow their growth in this academic school year as well as across their high school years.

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 (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 DUALY 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.

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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> 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 DUALY 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.

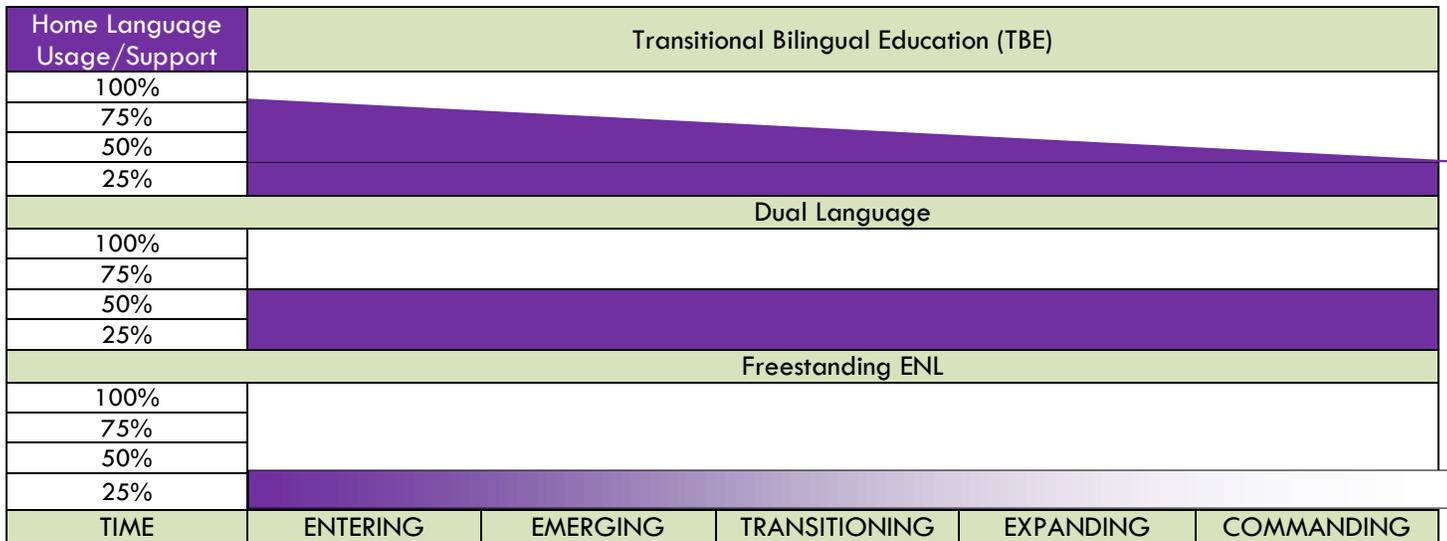


*Note: “other approved services” does not apply to New York City at this time.

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.

Rockaway Collegiate High School has targeted interventions programs for ELLs in ELA, math, and content area studies. As we currently have 18 ELLs these interventions are for grades 9, 10, and 11 as we have no current grade 12 ELLs as of this writing. Our ELLs are comprised of subgroups Expanding= 9 students, Emerging/Transitioning= 5 students, and Entering= 4 students. In English Language Arts and ENL we offer differentiated instruction to support the different learners in a class. They are supported by faculty who speak Spanish, Haitian Creole and French. RCHS offers inquiry based instruction, small group tutoring before and after school, a Saturday Program, Regents test prep and one-hundred minute blocks of instruction in ELA. In reference to mathematics, these interventions are also provided. In addition, we offer 6 periods of instruction per week in Science. Every ELL student has been given a comprehensive Glossary of Terms for the content area in his or her native language. We offer intervention services in Spanish, French and English. We also offer continuing transitional support for ELLs reaching proficiency on the NYSESLAT. For the 2015-2016 school year we have 7 + 5 students who fit this criterion. They meet with the ENL coordinator for feedback on success in academic subjects, are offered assistance and guidance as needed, and are offered all testing modifications per the NYSED guidelines including continuation of test modifications for those students who are "Commanding/Proficient/Passed" on the NYSESLAT in 2014 and 2015. We also currently have 3 ELL students at RCHS with IEPs, targeted interventions include ICT classes with a co-teaching model and those who require mandated counseling services meet with the social worker and/or guidance counselor for individual and group counseling once or twice a week as per their IEPs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

RCHS considers our ENL program to be effective as we evidence growth in English language acquisition not only on the NYSESLAT but on formal assessments and informal assessments of our students. We also feel that the inclusion of our ELLs in all school initiatives indicates success for our current program. We strive to meet the needs of our ELLs as they develop in the content areas as well. Although we have not seen much success for our ELLs on the rigorous Regents Examinations we have had some students pass the exams in Integrated Algebra and Living Environment. We will continue to offer test prep, all interventions outlined in this report, and strive to meet the needs of our ELLs in content and language development.
12. What new programs or improvements will be considered for the upcoming school year?

Our ENL Program has continued to grow as our school grew, we are now in our fifth year. As we implement the new policies and amended New York State Commissioner's Regulations (CR) Part 154 which establishes the legal requirements for the education of ELLs in New York State we continue to plan and implement high-quality services and supports for our English Language Learners. We are now offering Stand-Alone ENL and Integrated ENL this school year per regulations in CR Part 154 and for the duration of this Language Allocation Policy and in the future. Improvements that we are considering are the acquisition of new textbooks and bilingual glossaries and dictionaries. We also have many programs this year such as Visual Arts, Theater Arts, Film, Problem Solving, and extensive math and science programs. We have advisory classes where the students' voices are heard, our ENL students are grouped in this advisory class. Our students will be participating in many sports activities: wrestling, softball, bowling, soccer, football, baseball, lacrosse, basketball and a 9th grade Camp Ramapo retreat, a 10th grade over night college tour and 11th grade and 12th grade overnight college visit trips. There are now monthly school wide local college tours. Our ELLs participate in all these activities, offering them ways to increase English language acquisition, social and academic vocabulary, and to participate in cultural activities.
13. What programs/services for ELLs will be discontinued and why?

According to the new guidelines, the only services that will be discontinued would be having "ESL" only Stand-Alone ENL for our Emerging, Transitioning and Expanding NYSESLAT level students. Now, these students will participate in Integrated ENL, the Transitioning students may have 2 periods stand-alone, but the Expanding level students would only participate in Integrated ENL.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

A review of school programs shows that our ELLs are afforded equal access to all school programs. They participate in a rigorous school day with 100 minute blocks in ELA and mathematics. They will attend the mandated number of periods of ENL (Stand-Alone, Integrated ENL and Flexibility) to meet New York State CR Part 154 guidelines for ELLs dated July 2015. They participate in school trips, after school activities and sports, credit recovery, Regents test prep, and have supplemental services provided by our ENL Coordinator. A review of the latest NYC Department of Education School Survey stated that there is a consensus among the teachers at Rockaway Collegiate High School that, "My school ensures English Language Learners receive the same curriculum as their non-English Language Learner peers with appropriate supports, i.e., scaffolds, native language, and culturally responsive instruction." This is a testimony to how RCHS affords our ELLs equal access to all school programs.
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.

Instructional materials used to support ELLs are glossaries, content area textbooks, texts in the native language obtained from another NYCDOE high school contribution, bilingual dictionaries, ENL teacher prepared materials, ENL texts, novels, short stories, articles, newspapers, SMART boards, access to all library materials, ENL websites and listening skills materials, CDs, dialogues, data projectors, computers, scanners, and printers are all used to support our ELLs.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Rockaway Collegiate currently has an ENL Program and native language support is provided by the classroom teacher when possible, by the use of bilingual glossaries and dictionaries, and work with the bilingual ENL Coordinator, meetings with our bilingual Social Worker, and interaction with Spanish speaking and other staff who are bilingual or multilingual. We also have staff members teaching the content areas who are bilingual who offer native language support. For example, Mr. V. Torres supports ENL Spanish speaking students in US History class. We currently only have the ENL program model.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services and resources correspond to ELLs ages and grade levels. Our ELLs are placed in an age appropriate setting so they receive the content area instruction all students their age receive. They utilize all the resources available to RCHS. In particular, our advisory program is a great support for our ENL students as well as blocks of ELA, ENL and mathematics instruction. We provide a Saturday prep program, programs of great interest to high school ages and grade levels. As our school grows, and we now enjoy 4 high school grades 9-12, we have exciting and challenging programs such as Dance, Chorus and Theater and Visual Arts. Our guidance counselor is Spanish speaking, our ENL teacher is Spanish-speaking, our ENL coordinator is French and Spanish-speaking, our office staff is Spanish-speaking, and as 15 of our 18 ELLs have a home language of Spanish, this is a great support for our students.

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).

Newly enrolled ELLs had been participating in our July Orientation Program, an activity that takes place before the beginning of the academic school year, and students are provided with much information about RCHS and school programs. As for students that enroll throughout the school year we have a newly created "Student Orientation Committee." This committee is made up of current ELL/ENL students who serve as student tour guides and buddies for newly enrolled students. The newly enrolled students also meet with the ENL Coordinator to obtain materials in the native language and for any support they need with an "open-door" policy. The students also have interactions with the guidance counselor, social worker, parent coordinator, and with our "Partnership with Children" program. We encourage our newly enrolled students to feel welcome and know they will receive the assistance they need when they need it.

19. What language electives are offered to ELLs?

ELLs are offered language electives at RCHS. These include the study of Spanish at this time, we might offer other languages in the future, as we offered French last year. They also use extensive language skills, skills in listening, speaking, reading and writing, in other elective classes, for example chorus, visual arts, dance, the arts and in elective Regents prep classes. These elective classes offer language development as well as being of high interest for our ELLs.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

Our professional development program begins in early September for the entire RCHS staff. During these PD sessions the following items were on the agenda: the new teacher evaluation system: Danielson framework, initial planning and goal setting, measures of student learning/MOSL, citywide instructional expectations, the Common Core State Standards and how they are to be implemented in the content areas, curriculum mapping, grade team as well as content area team implementation incorporating ELLs, ENL students and those students with IEPs, school culture protocols and general response protocols. Professional development is on-going at RCHS, well-developed, and is meeting the needs of our staff as they implement the CCSS. The calendar of PD dates, evidence of training, materials provided, agendas, sign-in sheets and evaluations of these many PD sessions are available from our Assistant Principal, Ms. Jean Woods-Powell, who is the AP of the Professional Development Program as well as our English as a New Language Program at RCHS.

The ENL Coordinator, Ms. Kahn, and the ENL teacher, Ms. Pinkerton, provide support for teachers of our ELLs as they transition from middle school to our high school. For example, our ENL coordinator ensures that all content area teachers, as well as students, have New York State Education glossaries in target languages for their particular content area.

We provide staff with the opportunity to share content area vocabulary with the ENL teachers who provide sample lesson plans and ideas that include scaffolding, visual support and other methods to ensure that our English Language Learners achieve. Our coordinator has an open-door policy and meets with staff members to offer strategies for ELL students. Rockaway Collegiate High School has made the professional development component an integral part of the school culture incorporating how to differentiate instruction for our English Language Learners and offer scaffolding in the content areas.

RCHS also provides staff development to support staff in assisting ELLs as they will transition to "college and beyond." There has been turn-key training from Professional Development at the Options Institute/Goddard Riverside CC, where "Matching Students to Post Secondary Opportunities," specifically programs such as CUNY's Language Immersion Program (CLIP), might be an option for our ELLs as they apply to universities.

The ENL/ELL Department also provides training during RCHS Professional Development sessions, for example, strategies to work with ELL students in mainstream classes. There is also co-planning, co-teaching and feedback on how our ELLs are progressing. We currently have 18 ELLs in our ENL program; as they are in different classes, and different grades, there are grade Professional Development and subject area Professional Development meetings which always include ELL personnel at our school.

In our English as a New Language Department, the ENL Coordinator and ENL teacher also provide training during RCHS Professional Development sessions, for example, strategies to work with ELL students in mainstream classes. Folders with research,

strategies, data analysis for our current ELLs and an open discussion are provided. There is also co-planning and feedback on how

our ELLs are progressing. Since we have 18 ELLs in our ESL program, and they are in 3 grades, grade PDs and subject area PDs

always include ELL personnel at our school. For example, a current professional development workshop for October was entitled:

"Because, But and So," Judith Hochman's Teaching Basic Writing Skills, which was extremely effective for utilization with our English

Language Learners. Our goal at RCHS is "to college and beyond," and our professional development activities support this motto for

our English Language Learners.

We strive to monitor and add to our professional development menu throughout the school year, being proactive and providing a professional development plan for ELL personnel and staff, including non-ELL teachers, that meets the needs of our school

community. Rockaway Collegiate High School has made the professional development component an integral part of the school culture.

2. 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?

RCHS offers many professional development opportunities for teachers of ELLs, and ENL teachers in supporting ELLs as they engage in the CCLS. Every co-planning, subject area PD and grade PD address the Common Core Learning Standards and implementation across the content areas. For example, one excellent professional development for teachers of ELLs was Judith Hochman's Teaching Basic Writing Skills, which was extremely effective for utilization with our English Language Learners. Also offered are excellent Webinars for teachers of ELLs. For example, an excellent webinar was offered by Joshua Metz and Nathifa Morris in reference to the new regulations and how they impact instruction and an excellent overview of all ELL concerns. the Webinar ran 2 hours long.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
One program we have to support our ELLs as they transition from middle school to our high school was our summer program. We also hold ELL meetings in September for the incoming ninth grade students with the ENL Coordinator and guidance personnel. We want to facilitate an easy adjustment to the high school experience. We also are aware that students are admitted during the school year and also assist them with this transition.
4. 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.

Our plan incorporates meeting the professional development requirements as outlined in the "2015-2016 ELL Policy and Reference Guide," as we plan to provide professional development to all teachers and administrators that specifically address the needs of our ELLs. We will provide the fifteen percent of the required PD hours for all teachers in language acquisition, we will focus on best practices especially with the Integrated ENL model, and align CCLS and core content area instruction in our school-wide professional development program. Teachers will also participate in city-wide, for example the iLearn training at 100 Trinity Place in NY on Tuesday, November 3, 2015 Election Day, borough-wide Department of Education training, and school-side professional development as per requirements in CR Part 154 as they are offered and will keep updated with programs announced in the DOE Email "Opportunities for Educators of ELLs."

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?

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

RCHS has an Open House in the fall inviting the parents of ELLs for an ELL specific workshop where we discuss the goals of the program, language development progress, the results of exams, language development needs and how parents can encourage their children to develop language at home. We invite parents to many activities, for example, coffee with the principal, International Night, presentations, "Game Night," and shows where we keep parents informed by actively involving them in planning and decision-making in support of the education of their children, for example as a member of the Language Allocation Policy Committee and School Leadership Team. All parents, including parents of our English Language Learners, are encouraged to actively participate in the School Leadership Team, Parent Association and Title I Parent Committee and are welcomed members of our school community.

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.

As we follow the guidelines in the ELL Policy Guide we will plan for additional meetings with the parents of our ELLs and include school staff necessary to inform the parents or guardians about the child's language development in all content areas in English and the language of parental choice, we can utilize interpreters or the oral interpretation unit of the DOE by phone. A record of this meeting will be kept by personnel, recording attendance using existing procedures.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement includes the parents of all our ENL students. The administration and staff have been excellent at outreach to all parents as well as the parents of of ELLs and RCHS has included parents in many special evenings, for example, Game Night, International Night, coffee with the principal, College and Career Readiness Workshops, Curriculum Night, and many other celebratory activities where parents become involved in our school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school has a partner in "Partnership with Children," offering us many extended supports, including social workers, guidance personnel, etc. We also are participating in an attendance initiative offered by The United Way.

5. How do you evaluate the needs of the parents?

One way to evaluate the needs of our parents is through feedback at parent meetings and responses to our NYC Department of Education school survey. These meetings, which are always open to questions, can serve as a needs assessment. Our parent policy was designed after a careful assessment of the needs of all parents and guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the social and academic quality of Rockaway Collegiate High School.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities addressed the needs of our parents as they wanted to understand the curriculum their children were studying. Our Curriculum Night was a success, the many college readiness workshops met their needs as they wanted to learn about the college application process and how they could encourage their children to become college ready. We also provided parental involvement with our first high school class graduation, the class of 2015. Our former parent coordinator, Ms. Fennell, had consistently organized well attended, excellent parental involvement activities on our campus. Our parents wanted to understand, and now do, our school motto, "To College and Beyond."

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.

Rockaway Collegiate High School is now in its fifth year and we have grades 9, 10, 11, and 12. We currently have 18 English Language Learner students representing 3 different language groups: Bengali, Punjabi and Spanish. Our students are showing continued progress. An analysis of those students with both a 2014 NYSESLAT score and a 2015 score indicate growth for 14 out of 18 students, with the other having a stable score on a new, rigorous NYSESLAT. One student progressed from entering/beginning to expanding/advanced, 7 achieving proficiency at the high school level. We have seen some small growth and some outstanding gains. What is unique to our school is the new congeniality being formed among our various and varied background ELLs. We have instituted a "Student Orientation Committee," made up of our ELLs from different language groups, to act as buddies and tour guides

for brand new code 58 admits who are identified as English Language Learners. We are expanding programs for all students, including ELLs, in the Arts, Dance, Dramatic Literature, Research Writing, the History of World Leaders, and many other courses, and in sports activities. We have a new, exciting relationship with Partnership with Children. We have advisory classes where the students' voices are heard. Our motto is "To College and Beyond," and we provide college visits to all students during our students academic tenure here at Rockaway Collegiate High School.

And, as previously stated in our school survey, our teachers agree that Rockaway Collegiate High School ensures that our English Language Learners receive the same curriculum as their non-English Language Learner peers with appropriate supports of scaffolds, native language, and culturally responsive instruction."

RCCHS sets high standards for student work, has clear measures of progress for student achievement throughout the year, and does a good job of supporting students who are at risk for dropping out. We will monitor and support our ELLs and look forward to continued growth in all the modalities and success for the 2015-2017 school years.

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

Part VI: LAP Assurances

School Name: _		School DBN: #INGEST ERROR!	
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)
Carol Ying	Principal		10/29/15
Jean Woods-Powell	Assistant Principal		10/29/15
	Parent Coordinator		
Kerry Pinkerton	ENL/Bilingual Teacher		10/29/15
	Parent		
Linda Nelson/ELA	Teacher/Subject Area		10/29/15
Carol Centrone	Teacher/Subject Area		10/29/15
	Coach		
	Coach		
Keri Bennett	School Counselor		10/29/15
Michael Prayor	Superintendent		
Joshua Metz &or Nathifa Morris	Borough Field Support Center Staff Member _____		
Vivian Kahn	Other <u>ENL Site Coordinator</u>		10/29/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q351

School Name: Rockaway Collegiate High School
Superintendent:

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.

Data and methodologies used to assess our school's written translation and oral interpretation needs include a review of the Home Language Information Survey (HLIS), specifically Part III, and ATS data, which indicate the languages spoken at home. Specifically, we run the ATS report RPOB, the Place of Birth Report, with a home language indicator. This tells us all the home languages at RCHS. Our students also fill out Emergency Contact cards and we note the request for school information to be sent to our parent community in the language they request. We currently have 8 home languages of our students including our ELL students: English, Haitian, Spanish, Chinese, Mandarin, Bengali, Punjabi and Fulani. Disaggregated data is also available in our school's Language Allocation Policy document. Our Parent Coordinator will also be consulted as to the needs of Rockaway Collegiate High School and translations. Our Parent-Teacher Association will have input into this process. A school-wide survey may be sent home with the students as a needs assessment. Requests by staff are immediately addressed and RCHS ensures our parents are provided all information in a timely manner in the language they understand.

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

As of this writing, our parents' preferred languages for written and oral communication include English, Spanish, Haitian, Bengali, Punjabi, French and/or English (for our student with a home language

of Fulani) and Chinese.

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.)

Rockaway Collegiate High School disseminates many documents to our families during the school year. These include a parent calendar which is distributed monthly, announcements about parent-teacher conferences, invitations to our Open House & Curriculum Night and the many parent activities, for example Game Night, International Night, at Rockaway Collegiate High School. We distribute newsletters, information about after-school activities, trip information, New York State and New York City testing dates (for example the LOTE exam), New York State Regents Examinations information as well as when we hold our test-prep sessions, letters explaining the school behavior code and any new regulations, for example the use of cell phones policy in the NYC Public Schools. The calendars are distributed monthly (and electronically), we distribute the Open School notices in the fall and spring, we distribute the Open House information in the fall, usually September or October, the Regents prep and Regents Examinations information are for the January and June administration of these exams. There is flexibility as documents may be distributed on a as-needed basis and when new information is transmitted from the Department of Education.

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.

RCHS will have a number of face-to-face meetings during the academic school year. We will meet with parents during the 4 Open School conferences (evening and afternoon), during our fall Open House/Curriculum Night, during our various meetings planned by our Parent Coordinator, for example, Game Night, in our International Night food festival, etc. There would be anticipated informal interactions with staff members, the guidance counselor, social worker, members of our Partnership with Children staff, faculty, coordinators and RCHS office staff. Parents might also meet with an attendance teacher, guidance counselor, and might receive phonecalls from these members of the staff as well as from the main office, for example, when parents come to the school for an appointment or visit.

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.

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

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.

RCCHS will meet interpretation needs by utilizing the expertise of our bilingual staff who speak Spanish, French, Haitian and by using the Department of Education's "over-the-phone" interpreters from the Translation and Interpretation Unit. In the future, we might consider using on-site interpreters in an "as needed" basis.

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.)

RCCHS ensures that all staff members are aware of how to use the translation services provided by the DOE. The ENL Coordinator disseminates, 4 times a year, a memo to administration, faculty and staff explaining the unit, the number to call, the hours of operation, etc. This is also discussed at faculty meetings, departmental conferences and grade conferences. We also provide the language ID guide card.

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

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

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)

Our school, RCHS, will put in place mechanisms to gather feedback from parents which will include the parent survey, response to notices, and during formal and informal parent interviews and participation in school-wide activities. This will be ongoing and will culminate in parent responses to our school survey.