2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 06M552
School Name: GREGORIO LUPERON HIGH SCHOOL FOR SCIENCE AND MATHEMATICS
Principal: YECENIA DELAROSA
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>Gregorio Luperon High School for Science and Mathematics</th>
<th>06M552</th>
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</thead>
<tbody>
<tr>
<td>School Name:</td>
<td></td>
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<tr>
<td>Gregorio Luperon High School for Science and Mathematics</td>
<td></td>
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<tr>
<td>School Number (DBN):</td>
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<tr>
<td>06M552</td>
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<td>BEDS Code:</td>
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<tr>
<td>310600044552</td>
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<td>Grades Served:</td>
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<tr>
<td>9-12</td>
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</tr>
<tr>
<td>School Address:</td>
<td></td>
</tr>
<tr>
<td>501 West 165 165Th Street New York, NY 10032</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
</tr>
<tr>
<td>(212) 928-1202</td>
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<tr>
<td>(212) 928-1378</td>
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<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>(212) 928-1378</td>
<td></td>
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<tr>
<td>School Contact Person:</td>
<td></td>
</tr>
<tr>
<td>Yecenia Cardoza Delarosa</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:ydelaro@schools.nyc.gov">ydelaro@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td></td>
</tr>
<tr>
<td>Yecenia Cardoza Delarosa</td>
<td></td>
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<tr>
<td>UFT Chapter Leader:</td>
<td></td>
</tr>
<tr>
<td>Peter Lamphere</td>
<td></td>
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<tr>
<td>Parents’ Association President:</td>
<td></td>
</tr>
<tr>
<td>Julian Sosa</td>
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<tr>
<td>SLT Chairperson:</td>
<td></td>
</tr>
<tr>
<td>Ambar Ventura</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td></td>
</tr>
<tr>
<td>Julian Sosa</td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td></td>
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<tr>
<td>Alondra Martinez</td>
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<td>Yamile Sosa</td>
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<td>CBO Representative:</td>
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<tr>
<td>Susan Gonzalez</td>
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District Information

<table>
<thead>
<tr>
<th>06</th>
<th>Vivian Orlen</th>
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<tr>
<td>Geographical District:</td>
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<tr>
<td>P6</td>
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<tr>
<td>Superintendent:</td>
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<tr>
<td>Vivian Orlen</td>
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<tr>
<td>Superintendent’s Office Address:</td>
<td></td>
</tr>
<tr>
<td>333 7th Avenue New York, New York 10001</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:Vorlen@schools.nyc.gov">Vorlen@schools.nyc.gov</a></td>
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</tr>
<tr>
<td>Phone Number:</td>
<td></td>
</tr>
<tr>
<td>(212) 356-3880</td>
<td></td>
</tr>
<tr>
<td>(212) 928-1309</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
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</tr>
</tbody>
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Field Support Center (FSC)
Manhattan

Executive Director: YuetChu
333 7th Avenue New York, NY 10001

Executive Director’s Office Address: Ychu@schools.nyc.gov

Executive Director’s Email Address: (212) 356-7564 (212) 356-7546

Phone Number: Fax:
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yecenia Delarosa</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Peter Lamphere</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Julian Sosa</td>
<td>*PA/PTA President or Designee</td>
<td></td>
</tr>
<tr>
<td>Jose Gonzalez - Community Assistant</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Gisela Pena</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Alondra Martinez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Yamile Sosa</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Susan Gonzalez</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Narly Alfonso</td>
<td>Member/ PARENT ASSOCIATION</td>
<td></td>
</tr>
<tr>
<td>Yoly Sanchez</td>
<td>Member/ PARENT ASSOCIATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ PARENT ASSOCIATION</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>N/A</td>
<td>Member/ PARENT ASSOCIATION</td>
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<td>Member/ PARENT ASSOCIATION</td>
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</tr>
<tr>
<td>N/A</td>
<td>Member/Parent Coordinator</td>
<td></td>
</tr>
<tr>
<td>Ambar Ventura</td>
<td>Member/AP</td>
<td></td>
</tr>
<tr>
<td>Jaya Bharne</td>
<td>Member/AP</td>
<td></td>
</tr>
<tr>
<td>Mireya DeLaRosa</td>
<td>Member/AP</td>
<td></td>
</tr>
<tr>
<td>Ysmeli Rosa</td>
<td>Member/Business Manager</td>
<td></td>
</tr>
<tr>
<td>Deepak Kapoor</td>
<td>Member/UFT Representative/Teacher</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s [Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities], and [Framework for Great Schools].

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MISSION STATEMENT:</strong></td>
</tr>
<tr>
<td>Gregorio Luperón High School for Science and Mathematics opened in 1994 as the first school in Washington Heights to serve newly arrived immigrant Latino students. GLHS provides the avenue that enables students to explore the fields of science, technology, engineering, arts and mathematics throughout four years of high school. We prepare our students to achieve high standards of scholarship and equip them with the necessary skills to be successful in their college and professional careers. We enforce strong community ties that allow our students to become successful</td>
</tr>
</tbody>
</table>
leaders with integrity, solidarity and excellence. Gregorio Luperon High School aims to nurture and challenge students to high standards of scholarship and leadership in both Spanish and English. We strive to foster an environment of academic excellence aimed at contributing to our society by producing and promoting highly competitive students with the 21st century skills to succeed in college and beyond.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

STRATEGIC COLLABORATIONS AND PARTNERSHIPS:

- The school works closely with Washington Heights district offices of the Elected Officials
- We have a long and healthy tradition of collaboration with most of the CBOs established in the neighborhood, particularly with Fresh Youth Initiatives. We also have collaborations with local colleges (City College and BMCC), public library, museums (American Museum of Natural History), and several cultural institutions.
- The school has established a strong relationship with the 33rd Precinct. We have students enrolled in the Explorer’s program with a team of Police Officers.

3. Describe any special student populations and what their specific needs are.

The student body includes 80% English language learners and 1% general education-SETTS students. We at Luperon aim to become a well-established and widely-recognized Bilingual Academy, serving ELL students in grades 9-12. Since its move in 2008, Gregorio Luperon has occupied a state-of-the art new building located in the heart of Washington Heights. It serves newly-arrived students, ages 14-18, who have completed at least eight years of education in their native countries. As a high school for new immigrants, we also take students from junior high and Intermediate schools who have been in the country for fewer than two years. We service our students through a Transitional Bilingual Education model, and this past school year we started a new Dual Language Education model.

4. Identify 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.

The school offers a rigorous curriculum in NLA and English for 4 years. Our students all take AP Spanish courses by junior and senior year, many earn the NYS seal of biliteracy, and over 80% pass the English Regents by junior year. Our English department aims at increasing the college readiness benchmarks. The school also offers science, mathematics, history and arts. We started an Advanced Science Research program and a Computer Science and Robotics sequence. Students are required to complete 8 credits in science and mathematics. In addition, students are exposed to college level courses, like College Now; plus the following Advanced Placement courses in Calculus, Computer Science, Physics, Environmental Science, Spanish Language, Spanish Literature and Music Theory.

POPULATION:

We have 520 students from grade 9 through grade 12. The school population is comprised of 100% Hispanic students. The student body includes 80% English language learners. Boys account for 46% of the students enrolled and girls account for 54%.

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

- Strong relationship with parents and the family of our students
● Collaboration among teachers is at its best moment

● The school represents a safe and trusted environment for the students and their relatives

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

● We will continue focusing on assessments. We will modify instruction in the assessment arena by focusing on improved systems and structures around checking for understanding through formative and summative assessments, feedback and next steps strategies.

● Through pedagogical staff collaboration, we will work to emphasize rigorous higher order critical thinking 21st century skills across grades and subjects.
School Demographics and Accountability Snapshot for 06M552

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<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
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<tr>
<th>English Language Learner Programs (2018-19)</th>
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<tr>
<td>Transitional Bilingual</td>
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<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
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<tr>
<td># Special Classes (ELA)</td>
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<tr>
<td># SETSS (ELA)</td>
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<tr>
<td># Special Classes (Math)</td>
</tr>
<tr>
<td># SETSS (Math)</td>
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<tr>
<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td># Integrated Collaborative Teaching (Math)</td>
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<tr>
<th>Types and Number of Special Classes (2018-19)</th>
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<tr>
<td># Visual Arts</td>
</tr>
<tr>
<td># Music</td>
</tr>
<tr>
<td># Drama</td>
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<tr>
<td># CTE</td>
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School Composition (2017-18)

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<tr>
<th>% Title I Population</th>
<th>90.0%</th>
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<tbody>
<tr>
<td>% Free Lunch</td>
<td>98.5%</td>
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<tr>
<td>% Limited English Proficient</td>
<td>67.9%</td>
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Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>0.0%</th>
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</thead>
<tbody>
<tr>
<td>% Hispanic or Latino</td>
<td>100.0%</td>
</tr>
<tr>
<td>% White</td>
<td>0.0%</td>
</tr>
<tr>
<td>% Black or African American</td>
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</tr>
<tr>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
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<tr>
<td>% Multi-Racial</td>
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Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
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</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0.0%</td>
</tr>
<tr>
<td>% Teaching Out of Certification</td>
<td>4%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>4%</td>
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<tr>
<td>Average Teacher Absences (2014-15)</td>
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Student Performance for Elementary and Middle Schools (2017-18)

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<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
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Student Performance for High Schools (2016-17)

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<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>74%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>83%</td>
</tr>
<tr>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>58%</td>
</tr>
<tr>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>77%</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>59.8%</td>
</tr>
<tr>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>85.2%</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>9.8%</td>
</tr>
<tr>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>15%</td>
</tr>
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Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>No</th>
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<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
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<tr>
<td>Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
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</table>

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

### Elementary/Middle School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
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#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

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<td>N/A</td>
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<tr>
<td>Economically Disadvantaged</td>
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### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

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<tbody>
<tr>
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<td>Students with Disabilities</td>
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<td>Economically Disadvantaged</td>
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#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

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<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
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<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
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</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school’s transition to the Common Core Learning Standards has helped ensure that students experience more rigorous coursework in all content areas, with a strong focus on skill-development and literacy across the content areas. During this past years, teachers worked to create unit plans for their classes that were rigorous, aligned with new standards and centered on student learning, and which spelled out clearly the criteria for what students needed to know and what skills they needed to master in order to move to the next grade in all subject areas - a vertical alignment approach. This past year, our staff worked to put a long-term curriculum on paper for each of the subjects that we offer. This school year, our staff has implemented a more data driven instruction approach to increase student achievement through the collection of student-level and observation data. Teachers reflected during workshops and departmental time on their progress toward creating highly-rigorous, aligned and student-centered assessments; however, this rigorous instruction is not reflected in our Regents data, therefore, affecting our graduation rate. We are in support of closing the achievement gap and setting high expectations for our students to be successful; and at the same time, we are on the pathway of preparing our students to embrace 21st century skills and be able to survive in the workplace.

We will be focusing on 5 goals: CCLS aligned and skills based assessments to improve Regents results; Literacy skills and culturally relevant unit plan development across all content areas to improve NYSESLAT results; Common assessment strategies with bi-weekly monitoring and accountability to improve student achievement towards an Advanced Regents diploma; College Focus on Math Regents to increase college readiness benchmarks; and Advisory To-Go-To person in the building, student-led and parent-led initiatives throughout the 2018-2019 school year. This school year we will be focusing on motivational initiatives for Latino and Black males in our school. Data Sources: Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report card, NYC School Quality Guide, and NYC School Survey.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
Goal #1: By June 2019 Algebra and Living Environment Regents passing percentage will increase from 39%/42% to 60%.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Professional Learning Team will be created to work on developing a common understanding about our school data around student performance and achievement. Algebra and LE Teams will begin implementing protocols into meetings with rolling agendas/minutes; work on identifying mastery skills deconstructed from the unit plans; be provided with a variety of data, plus an item analysis of June Regents; continuously analyze student work to modify instruction.</td>
<td>The school administrators and teams August 2018– December 2018 and January 2019-June 2019</td>
<td>The Principal</td>
</tr>
<tr>
<td>The Professional Learning Team will develop the conceptual framework about how well we satisfy the academic needs of every student by analyzing students data in order to determent the essential learning a student is required to master to be promoted to the next level. Differentiated instruction will be at the forefront with a new concept around authentic learning. Strategies that will address ELLs are: content-related instructional tasks, multiple entry points, rubrics for self/peer assessments, literacy guided through graphic organizers, sentence starters, word activities, and technology tasks through Google classrooms. Strategies are build around the four modalities of listening, speaking, reading, and writing.</td>
<td>The Bilingual Teams Monthly</td>
<td>The Principal, APs and Bilingual Coordinator, GCs, PC, CA, TL, and CBO</td>
</tr>
<tr>
<td>The Professional Learning Team will conduct at least two sessions monthly to foster an environment of professional growth aligned with the CCLS, Charlotte Danielson's Framework, The Framework for Great Schools and student data around assessments, feedback and next steps. Our school is part of the Learning Partners Program and will be collaborating with Emma Lazarus and Esperanza Preparatory School in cycles of learning.</td>
<td>LPP Team and PD Team October 2018 March 2019</td>
<td>Ms. Ventura, Ms. Hepner, Mr. Kapoor, Ms. Alejandro and Mrs. Gomez</td>
</tr>
</tbody>
</table>
| Lesson and unit plans in all content areas will be refined to focus on assessment. This will ensure that:  
  - 100% of the students participate in Check-For-Understanding checkpoints.  
  - There is an increase in the course passing grade. In Jan 2018 the course passing rate for mathematics was 58% and in June 2018 it was 39%.  
  - Each student has a high probability of passing a midterm, final and Regents with mastery. | Teachers Monthly | Admin and PD Team |
We are focusing on aligning all curricula with language standards, differentiated instruction for English Language Learners, and implementing authentic learning instruction. This year each math teacher is using an online platform to supplement instruction, and students are using TI-84 calculators.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will be invited for a family-on-one meeting around their child’s performance by key personnel like the Principal, APs, bilingual coordinator, guidance, parent coordinator; community assistant; teacher leaders; and CBO staff; exposed to the website and Pupilpath; every PA meeting will include a "support-your-child-at-home" component; ENL classes will be available; and workshops created around parent survey results and needs to better support their child. In addition, online platforms will be piloted to increase parental support, like Genius Plaza. The LPP team initiated a student/parent progress monitoring sheet that will allow students and parents to be aware of grades, set goals, and observe growth. The Principal has initiated a To-Go-To person platform so that every adult can build a relationship with 5 students and have a better understanding of the entire child and their family.

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.

The Professional Learning Team will engage in identifying student data; establishing a network of CBOs; and pilot online platforms to provide services for and to our school constituents.

The PL Team will be granted with the freedom and the resources to guide the process of revamping instruction around assessments. The schedule allows for weekly meetings on Mondays. In addition, the CBO Fresh Youth Initiatives will work very closely with students by grade level to implement the advisory curriculum.

The bell schedule has been modified to increased instructional time with 10 periods daily, some classes will be double periods and all science classes will have 2 to 3 double period lab classes.

Per session and Per Diem compensation will be provided through various Galaxy funds, Title I, Title III, College Access for All Funds, Learning Partners Program Funds, and Fresh Youth Initiatives Grants/Funding.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

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 2019, we will compare student growth in mathematical skills as evidenced by an increase of 10% from 50% to 60%.
By November assessments will be compared to the baseline assessments given in September to determine growth, and by December 2018, teachers' midterm assessment data will reflect growth on goals prioritized throughout the year's data collection by administration and Professional Learning Team.

This year the Math Department meets everyday during their circular 6 assignment to co-plan and monitor the progress of students. Progress reports are accessible to many stakeholders through an online grading system - Skedula. FYI has tutors from Fordham University helping with our goal to increase math performance and achievement. Freshmen have a new math teacher using Engage NY Math curricula, and incorporating technology through the lens of authentic learning using the Revolution K-12 online platform. Sophomores have a new math sequence of Algebra II one year or two years. Currently, our seniors are at a 79% (113/143) passing rate in Algebra I and with this new math sequence and all other academic interventions, we aim for 83% by June 2019; 78% (111/143) passing rate in LE and with the new LE part 3 and 4 course sequence and all other academic interventions, we aimed for 83% by June 2019. Seniors are also being supported through the college readiness benchmark goal. In 2016-2017 it was 44% and currently 67 out of 143 seniors have achieved college readiness benchmark in mathematics - 47%; we are aiming for 60% for 2018-2019. The graduation rate went from 59% June 2017, to 69% August 2017, to 76% June 2018, to 81% August 2018. This school year we are aiming for 83% by June 2019. This year each Assistant Principal is working with a guidance counselor with a Cohort in order to monitor progress, review scholarship data, and conduct academic interventions to increase student performance and achievement - 6 times a school year. The Principal will be working with the 10th grade guidance counselor to monitor sophomore progress; and thus far there are 122 of which all are on track or almost on track with eight students struggling, 14% passed Algebra 1 Regents and 39% passed the Living Environment Regents - June 2018 data.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Danielson Rubric indicators 1A, 1E, 3D, 4E

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

At Gregorio Luperon HS, students are treated with a great sense of respect. We value their respective countries and cultural backgrounds. Students’ attendance is always high, in 2017-2018 the overall was 92% of which 84% is of students that have a 90+ attendance / compared to the city where its 69%. Many students and staff members remark that the school feels more like a family than a school. Teachers and other staff members have strong relationships with students, with most people in the school knowing everyone else name. In the Superintendent's office visits, Quality Review, International tours, and Principal partnering visits we are consistently commended on the environment of the school, the willingness of the students to learn and grow, and the strong relationships that we have between all members of the school community.

Students feel safe coming to school, so we must take advantage of the high attendance to challenge students to own their own learning, especially because over 150 out of 520 students are Students in Temporary Housing and our Economic Needs Index is 92%.

The prioritized needs that we have developed as a staff include providing more opportunities for one-on-one support for students’ in need of social-emotional guidance, especially transitioning to the NYC way of life, academic achievement, and new family dynamics. Our students have expressed a need to find emotional mentors and supports in the building. The faculty and staff have expressed the need to empower students in academic press. Becoming critical thinkers and innovators, learning about 21st Century skills, achieving excellent grades in class, Regents mastery, earning an Advanced Regents Diploma and the Seal of Biliteracy, taking AP courses and College Now courses, being part of internships in the community or throughout NYC, applying for CUNY and SUNY schools, and being College & Career ready are a few of the factors that are in need of increase.

Some data:

10+ credits the first year 76% compared to the city 85%

Average Regents Completion 52% compared to the city 58%

Algebra Regents 62% compared to the city 67%; ELL average score in Algebra 61 compared to the city 65

LE Regents 61% compared to the city 68%

Graduation rate of lowest third 40% compared to the city 56%

College Readiness Index 44% compared to the city 47%

Postsecondary enrollment 49% compared to the city 57%
Advisory To-Go-To person in the building

- We have built a partnership with Fresh Youth initiatives. They have been awarded over $500K to work with our students. This school year they will have Advisory classes through a push-out model with 10 students throughout the school day. In addition we as a school will follow an advisory curriculum that engage students in self assessment and challenges them to deepen their commitment to their education. We have 50 staff members and 500 students; therefore, every staff member will be responsible for 5 to 10 students in the building. Students are expected to meet with their To-Go-To person on a weekly basis. In addition, all students will be consistently mentored by a school counselor who will guide them to work career and college readiness.
- We will continue developing a college and career office that seeks out local opportunities for the students and identifies a target students for educational programs outside the school.
- We will continue a college awareness program for grades 9 - 12 through class visits and town hall meetings (assemblies).
- Priority needs relative to Supportive Environment are to increase student achievement through increasing course and Regents passing rates.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Goal#2: By June 2019, 83% of students will be on-track for graduation based on credit accumulation.

Credit accumulation: First Year - 76%; Second Year - 84%; Third Year - 81%

Graduation rates: June 2017 - 59%; August 2017 - 69%; June 2018 - 76%; August 2018 - 81%
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

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<tr>
<td>Guidance Counselor and Grade Levels</td>
<td>August 2018-September 2018</td>
<td>Guidance Counselors and Administrators</td>
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<tr>
<td>Parents by Cohort</td>
<td>August 2018-October 2018</td>
<td>Parent Coordinator, School Counselors and College and Career Team</td>
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<tr>
<td>All Students</td>
<td>September 2018 - January 2019</td>
<td>School Counselor Grade Levels</td>
</tr>
<tr>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
<td>GLHS Staff and FYI staff</td>
</tr>
</tbody>
</table>

- By early September, a calendar and a set of objectives for each cohort will be created.
- By early October, we will meet with parents of the senior class to explain the senior year expectations such as: expenses, graduation requirements, documents need it to apply for college, deadlines, etc.
- By June 2019, students will have experienced at least eight sessions and will provide feedback for upcoming session topics based on their needs and interests. School counselors will refine workshop topics for the Spring semester.
- By June 2019, FYI will have a running record on each student, addressed specific needs, and communicate information to the school staff every month, to the PA, and the Principal through open-cabinet meetings.
  - We have build a partnership with Fresh Youth initiatives for social-emotional and academic support.
  - We will continue developing a college and career office that seeks out local opportunities for the students and identifies a target students for educational programs outside the school, especially internships and community service opportunities.
  - We will continue a college awareness program for grades 9-12 through class visits and town hall meetings (assemblies).
  - Priority needs relative to Supportive Environment are to increase student achievement through increasing skills, course passing rates, Regents passing rates, Advanced Regents diplomas, graduation rate, College acceptances, and College and Career Readiness.
  - At-risk students in all grade levels will receive individualized attention and action plans in order to ensure credit accumulation and graduation benchmark tracking, especially our English Language Learners that.

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2018-19 CEP
are overaged/undercredited, SIFE, STH, and in the Lowest-Third population.

· Students will be placed in mandated after-school tutoring for specific subjects

· Teachers and administrators will examine course passing rates and will create individual action plans for struggling students during scholarship meetings after each MP and during Parental-outreach once a month

· Assistant Principals, guidance counselors and other stakeholders will check in at least once a month with at-risk students

· Students will receive social-emotional interventions at FYI workshops and individual counseling

We want to ensure that we are considering all the factors that lead to student success in individual courses. We will establish individual action plans for student progress in courses, look at trends across content-areas within the school and ensure that at-risk students receive consistent interventions to address their academic needs. We will also provide support for non-academic factors that may be impacting students’ progress in classes.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents will be part of our college readiness meetings (first Parent Association meeting), college trips (Fall and Spring semesters), application process (November 2018), college fair (American Museum of Natural History in October 2018), FYI meetings/workshops (monthly), The To-Go-To person (after each of the six marking periods) will have direct communication with families. Our parent coordinator is working with our high school district office in supporting parents of students-in-temporary housing. Our bilingual coordinator, parent coordinator, community assistant, guidance counselors, PA, parent volunteers, FYI staff and others will be hosting workshops around transitioning to the NYC way of life, on academic achievement, and how to deal with adolescents - new family dynamics - in NYC throughout the school year. A calendar of events is produced every month.

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.
The school administrators, school counselors and Parent Coordinator will oversee the development of this initiative. FYI has been awarded a grant for over $500K for this goal, and the school will assist with NYC and NYS college trips. All needed resources will be made available to assist them in accomplishing these goals.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</tr>
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</table>

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.

Every marking period students will create S.M.A.R.T. goals and be involved in a progress monitoring system and structure. This data will be collected by all 30 teachers and analyzed by the PD/LPP team.

By March 2019, all students will provide feedback though a survey on how the progress monitoring worksheet have helped them increase performance, achievement and academic press.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Scholarship data percentages, Regents results, data from various ATS/STARS reports, surveys and reflections.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Teacher collaboration at Gregorio Luperon High School is strong in many departments. Our teachers share resources and materials, lead PD sessions and serve as mentors to new teachers. Our departments work well together, and during department meetings, work to uncover trends in student work and then modify their instruction based on the data. This team created an environment of sharing best practices, sharing lesson plans and resources, flexibility to do inter-visitations, video-taping and conducting open meetings for self-reflections and criticisms. Our teachers share an open sharing platform through Google Drive.

This year we will continue this spirit of collaboration by working specifically on lesson planning and literacy strategies as a whole staff and in departmental teams. It is important that our school develops a strategy for teaching literacy that is evident in lesson plans, and that is consistently revised based on student work samples that are normed on as a team. Greater consistency in our approaches to literacy instruction mean that students will also benefit from greater coherence across classes in different grades and content areas. Despite teachers’ collaboration is at its best, we are in the process of creating interdisciplinary curricula across grade levels and departments.

Goal #3 Literacy skills across all content areas to improve NYSESLAT results. Originally all of our students are categorized as English Language Learners, and by junior year we have about 80% of our population remain as ELLs. Our NYSESLAT data is also tied to our teachers MOSL, and we need to aim for growth in the achievement of the NYSESLAT. The levels and sub-levels will be used for differentiated instruction.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #3: By June 2019 NYSESLAT scores and modalities (listening, speaking, reading and writing) will increase for students to move to commanding levels from 20% former ELLs to 40% former ELLs.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

| Teachers will work in departmental groups to create guides to culturally relevant sections in the unit plans in their content area. | All students | Monthly | All Teachers |
| Teachers will attend PD sessions that provide them with the FOUR Rs strategies for teaching in the content areas through our EQUITY focus at Luperon. Each classroom will have a library. In addition, new audio and speaking initiatives will be brought on board to supplement learning. In addition, every Tuesday through Friday students will STOP+DROP_READ for ten minutes a book/article of their preference, the New York Times and/or resources from the DELLS office to improve the English proficiency. The needs of our ELLs fall more on the speaking, listening and reading modalities. Accountable talk, auditory strategies, and reading tasks will be implemented throughout the school year. | All students | Sept. 2018- June 2019 | All teachers |
| Teachers will participate in lesson study protocols that focus on the various literacy techniques that have been addressed in PD sessions in departmental groups. Faculty will focus on the school's instructional foci and Strategic Instruction Action plan around EQUITY. | Teachers | Sept. 2018- June 2019 | All teachers |
| Administrators will conduct learning walks centered around the specific EQUITY initiatives that has been prioritized for that week. | Teachers | Sept. 2018- June 2019 | Administrators & PD Team |

Teachers will create unit plans around a central content-based culturally relevant education that targets all modalities of literacy. In this way, they will push their students to higher levels of rigors in their content areas, ensuring that:

- Students NYSESLAT and ELA Regents results will be analyzed around growth measures in comparing the year to year growth in NYSESLAT levels and within each modality.
- Teachers will be registered to attend PDs with the Office of DELLs.

- Students will participate in a Stop Drop and Read initiative that will encourage them to read in the content areas for ten minutes each day.

- Students will read, write, speak and listen in content-area readings in non-fiction texts in a variety of content areas.

- PD will center around the S.I.A.P.

- Bilingual coordinator will focus professional development opportunities for teachers across content areas including supports for ENL students through differentiation based on NYSESLAT performance.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will be supported in the understanding of allowing their child to develop and master both languages. The bilingual coordinator, parent coordinator, and community assistant will conduct workshops to introduce the NYSESLAT and its implications. Parent workshops will be conducted once a month between Sept through June.

### 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.

We are a conceptually consolidated school and funds will be used for any purpose allowable under the cost factor as long as they uphold the intent and purpose of each program. For example, we will buy textbooks such as National Geography EDGE; software such as Rosetta Stone, Vocabulary.com and provide Professional Development for teachers who wish to deepen their understanding in their content area. Teachers, new computer-based instruction, and team inter-visitations are all part of this action plan.

#### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

- **Tax Levy**
- **Title I SWP**
- **Title I TA**
- **Title II, Part A**
- **Title III, Part A**
- **Title III, Immigrant**
- **C4E**
- **21st Century Grant**
- **SIG**
- **PTA Funded**
- **In Kind**
- **Other**

### Part 5 – Progress Monitoring

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

By February 2019, all teachers will have contributed to the Writing and Reading at Luperon manual and will have attended at least 4 workshops and 4 department meetings centered around the idea of literacy and NYSESLAT data. We will also conduct a Google Forms Survey for students in reference to the Stop-Drop-Read initiative.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.
| Part 5c. In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

While many teachers over the past few years have been working on greater student engagement and ownership throughout the lessons, there is still a sense in many classrooms that the teacher is “on stage” rather than acting as a facilitator. Our students are hungry for opportunities for themselves to become reflective and self-evaluative. When teachers work to create more student centered opportunities, such as Socratic Seminars, students are eager to take on the challenge.

Administration will focus on norms around feedback that Assistant Principal Supervision provide teachers in observation discussions and reports, monitor follow-up, and embrace walk-throughs to develop highly effective instruction. In addition, the administrators need to hold all constituencies more accountable for productivity and progress. For example, are grades being updated onto Skedula every two weeks; do parents know about their child’s progress through Pupilpath; do families know about their child’s transcript and Regents examinations?

Our Regents results need to improve, and one goal around that is to begin the notion of common assessments.

Goal #4 Common assessment strategies with bi-weekly monitoring and accountability to improve student achievement towards an Advanced Regents diploma.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Goal #4: 100% of teachers will create a culturally relevant unit plans in Google Drive and/or ATLAS online platform demonstrating use of common assessment techniques.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>August 2018-Sept. 2019</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

Administration creates an initial walk-through calendar and plan as well as a debrief schedule. They will choose an initial area of focus and protocol for norming. We have chosen to focus on Domain 3 from the Danielson Framework and its connection to Planning with a focus on Black and Latino males and EQUITY.

Administration will revise PL plan in order to accommodate new findings and data. Then will meet with the PL team to share findings, make recommendations and, when applicable, the Professional Learning Team update the topics in the PD plan. Professional Learning Team will be charged with continuing practice and deliver common assessments throughout departments/disciplines. The PL team has developed 4 groups around assessments where teachers have chosen to participate in action research to improve in Domain 3 and Planning.

Teachers, parents, and safety agents will be invited to participate in learning walks, and Pupilpath conferences.

Student grades will be posted outside every classroom a week before report cards are due.

By the end of the year, the school administrators will have conducted at least 6 learning walks focused on a different components of Danielson, debriefed in cabinet meetings and worked with the PD team to develop ongoing support to address the areas of growth using the FOUR Rs. Professional development around norming; correlations between observations and student achievement; inter-visitations targeting specific components; and informal walk-throughs will be factors that will play a role in this process. Teachers will provide data around common assessment outcomes, update Skedula bi-weekly, and maintain an open-line of communication around student performance.

Teachers and students | August 2018–June 2019 | Administrators and Teacher Leaders |
Every two weeks grades need to be updated in Skedula. Common assessments will be shared, discussed, and monitored. By the end of each month, the administration will have been visited each classroom at least twice per month; and met with teachers and provided them with an informal feedback in writing and in person about student performance through scholarship conferences.

Our school needs to improve on systems and structures around checking for understanding during instruction; our Regents results need to improve; and there is a focus around supporting stakeholders around the notion of common assessments.

· Regents-ending courses will conduct baseline assessments
  Common assessment strategies with bi-weekly monitoring and accountability to improve student achievement towards an Advanced Regents diploma.

· Administrators and teachers will focus on Domain 3 and Planning of the Danielson Framework when providing feedback to teachers

· Administration will engage in 3D component studies with members of the Superintendent’s office

· Teachers will participate in common planning time and self-guided PD within their departments in order to brainstorm assessment strategies and build their portfolio of evidence

· Software like Castle Learning, Revolution K12 and Khan Academy which allow for tracking of student mastery against content-specific learning goals

· GLHS will partner with two others schools in the Learning Partner program; PD team and administration will visit other schools with similar student population; and conducting action research

· Teachers will participate in scholarship conferences once a Marking Period to analyze trends in student mastery of content

· PD Meetings will be focused around teacher-selected tracks for developing stronger assessment techniques
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The PA leaders will be part of our SLT, Title I meetings, and FYI initiatives. During each semester (6 in total) parents will be informed of their child’s progress via progress reports provided by Pupilpath and targeted phone calls by Assistant Principals, guidance, and other staff members. The Principal has an open-door policy for all parents without appointments.

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.

We are a conceptually consolidated school and funds will be used for any purpose allowable under the cost factor as long as they uphold the intent and purpose of each program. Administrators will attend professional development designed to improve their understanding of the rubric and their ability to give feedback on the Danielson Rubric. Teachers will participate on the Teacher Leadership Program. Administrators, teachers, out-house professional workshops, and evidence based low inference notes will account for the improvement of common assessments towards highly effective representation of student performance and achievement.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

Every two weeks grades need to be updated in Skedula. Common assessments will be shared, discussed, and monitored. By the end of each month, the administration will have been visited each classroom at least twice per month; and met with teachers and provided them with an informal feedback in writing and in person about student performance through scholarship conferences. In February, the turn of the semester, our students’ grades are continuous since most of our classes are annualized, therefore, this will be a mid-point used to measure the school's progress towards meeting the annual goal.

S: Common assessments will be used to monitor student progress.

M: In September, baseline assessments will be administered and compared to October results; in December midterm results will be compared for growth; in February progress will be analyzed for progress into the new semester; and a similar action in the new semester. By June 2019 the use of common assessments will increase student performance in content areas.
<table>
<thead>
<tr>
<th>A: Teams, common planning, action research around authentic learning, professional learning opportunities, data analysis and academic interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: Student skills and progress through common assessments will lead to better skills and higher grades in content areas and increased Regents results.</td>
</tr>
<tr>
<td>T: 9/21 baseline assessments; 11/2 growth analysis; 12/14 midterm analysis; 1/25 semester progress; 2/1 another baseline assessment; 3/22 growth analysis; 5/24 finals analysis plus MOCK Regents; 6/7 final progress; and 6/20 Regents results</td>
</tr>
</tbody>
</table>

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Danielson Rubric, Skedula/Pupilpath and Scholarship Conferences.

**Part 5c.** In *February 2019*, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

This school year we are partnering with Fresh Youth Initiatives (CBO) to increase the academic awareness of college readiness of parents. FYI will be conducting ADVISORY for all 500 students; conducting technology workshops for students after-school, and conducting field trips for our students and parents throughout New York State to increase awareness of going-away-to-college opportunities. The school will also be partnering with 100 Schools Project where our staff/adults will be receiving training and workshops around mental health, restorative justice and crisis intervention.

The school has a strong web of relationships with several stakeholders in the community. Also, we have a very active parent association. Every month over 50 parents attend the meetings; the Principal and other faculty members attend as well; we plan together several activities throughout the school year. We also do advocacy for some family related issues such as immigration, citizenship, housing, jobs, etc.

We will partner with parents to best support their son/daughter by using an online grade-book that informs their children attendance and progress in class on a daily basis to increase parents awareness and students academic achievement by June 2019.

An area of need is to create a stronger relationship between parents and teachers. We will begin this partnership by introducing the new teachers to the parents during the first PA meeting in September. Then we will encourage one or two faculty members to make a presentation on each Parent Association monthly meeting.

This past school year our school welcomed a new member to the team, a community assistant, that is responsible for serving the needs of our parents and students, networking, and connecting our school to the Washington Heights community and CBOs.

We are in need of not only connecting to families and the community through the social-emotional arena, but in academics; therefore, our last goal is around the community’s math focus of improving student achievement in the course of Algebra and the Regents examination. Families need to be aware of math performance is correlated to remedial courses in college and future finances. We reached a 58% passing rate in the January Algebra Regents for grades 1- through 12; however, our freshmen reached a 39% passing rate.

Goal #5 College Focus on Math Regents to increase college readiness benchmarks

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
Goal #5: By June 2019, at least 5 new student- and parent-led initiatives and/or modifications to current systems will be implemented.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and Parents</td>
<td>October 2018-June 2019</td>
<td>Parent coordinator, FYI staff, 100 School Project staff, and community assistant</td>
</tr>
</tbody>
</table>

FYI will meet with students, parents, and parent coordinator monthly for survey reflections and outcomes.

Every month students will express through meetings their reflections on ADVISORY, and parents their reflections of college & career readiness workshops/trips.

Parent Coordinator will create a calendar to distribute to teachers, parents and SLT members to encourage them to volunteer their time to stay during the Parents Association monthly to plan meeting date and topic.

By June 2019, every teacher will attend and present on his/her class/content, students academic progress and needs to parents during Parent Association monthly meeting.

Parent volunteers are conducting an arts/crafts business class for parents during the school day. Involved parents are easier to work with in regards to their child's academic progress; and more likely to invest in the school and its well-being and beneficial for the entire school community.

During PD meetings, teachers and the Bilingual Coordinator will create presentations for the parents that detail the types of learning that their students will engage in throughout the year, especially in Math.

Teachers and parents will attend Meet & Greet Night where parents will learn how to communicate through Pupilpath with their students' teachers. Math data will be the focus of bulletin boards, posters, and communication this school year.

By January 2019 our freshmen cohort (upcoming sophomores) will reach the Principal's Honor Roll, the Top Students/Parents/Teachers | Sept. 2018 to May 2019 | All Staff |


Parent coordinator will create a calendar to distribute to teachers, parents and SLT members to encourage them to volunteer their time to stay during the Parents Association monthly to plan meeting date and topic.

By June 2019, every teacher will attend and present on his/her class/content, students academic progress and needs to parents during Parent Association monthly meeting.

Parent volunteers are conducting an arts/crafts business class for parents during the school day. Involved parents are easier to work with in regards to their child's academic progress; and more likely to invest in the school and its well-being and beneficial for the entire school community.

During PD meetings, teachers and the Bilingual Coordinator will create presentations for the parents that detail the types of learning that their students will engage in throughout the year, especially in Math.

Teachers and parents will attend Meet & Greet Night where parents will learn how to communicate through Pupilpath with their students' teachers. Math data will be the focus of bulletin boards, posters, and communication this school year.

By January 2019 our freshmen cohort (upcoming sophomores) will reach the Principal's Honor Roll, the Top Students/Parents/Teachers | Sept. 2018 to May 2019 | All Staff |
Math Students, and an 96% course passing rate in mathematics.

Our students have expressed that they need more personal attention in the school and opportunities to advocate for student body needs; parents have expressed that they want to be more involved in the school community.

- Student government will be regulated and held consistently once a month including student representatives and the administration
- All students and families will have access to decision-making meetings in our school through councils, student government, SLT, parent workshops, and PA assemblies, bilingual coordinator meetings and other open forum events through FYI/CBO
- Surveys, meetings, workshops, parental outreach, advisory, peer-tutoring, academic award ceremonies, PD for students and parents/families around social-emotional support, calendar distribution to community
- All students will have a To-Go-To person within the school due to a new advisory initiative

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Fresh Youth Initiatives, CUNY colleges, and the Public Library

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.

FYI Grant, College Access for All grant; food for parents and supplies for presentations/posters

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
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</tbody>
</table>
### 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.

Every month FYI will report to the Principal a summative synopsis of program outcomes.

By December 2018, parents have met the new teachers and each department have sent a teacher’s representative to address parents at a PA meeting on a topic relevant to their grade/subject area.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Surveys of students and parents feedback.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>The lowest third; all students with lower levels in the NYSESLAT; all 11th grade students who failed the English 1-8 sequence and/or the ELA Regents</td>
<td>EDGE curriculum; classroom library; writing portfolios; and strategies around listening, speaking, reading and writing</td>
<td>Small groups; one-to-one, tutoring and blended instruction</td>
<td>Before and after school and on-line to provide for an asynchronous distance learning environment that allows the instructor and student to interact according to their own time needs.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>All incoming 9th grade students who failed the course and/or the Algebra Regents</td>
<td>Skill based development</td>
<td>Small groups; one-to-one, tutoring and blended instruction and/or new math sequence for extended learning time.</td>
<td>Before and after school as well as Saturdays</td>
</tr>
<tr>
<td>Science</td>
<td>All 9th grade students who failed the course and/or the LE Regents</td>
<td>Lab skills development; CCLS instructional shifts; and Regents based discussions</td>
<td>Small groups; one-to-one, tutoring and blended instruction</td>
<td>Before and after school as well as Saturdays</td>
</tr>
<tr>
<td>Social Studies</td>
<td>All 10th grade students who failed the course and/or the Global Regents</td>
<td>Regents based discussions</td>
<td>Small groups; one-to-one, tutoring and blended instruction</td>
<td>Before and after school and Saturdays</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Academics failures, social emotional issues, discipline, attendance, etc.</td>
<td>Advisory, group and one-on-one counseling and referrals</td>
<td>Counselors, psychologists and social workers</td>
<td>Pull-out, push-in for classroom workshops, after school and Saturdays</td>
</tr>
</tbody>
</table>

2018-19 CEP
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   - 174

2. Please describe the services you are planning to provide to the STH population.
   
   Financial services (metro cards & meals), academic and social-emotional services, uniforms, and supplies. This school year we are part of NYC’s STH Pilot Program to provide direct service to your schools around data systems, assessment, strategies, training and student support, particularly around STH.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   - N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A |  |
Section 8: 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 somewhere in this plan, you may refer to the section(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

New teachers will have to be screened by a hiring committee team of teachers representing the area/field of the vacancy.

Experienced teachers will continue to share the values and vision of the school demonstrated by their willingness to improve their preparation and skills; and, by increasing the number of students that excel in their subject areas. Each new teacher will be paired with a mentor in his/her content area. They will be expected to meet with their mentee twice a week to co-plan and inter-visit. The AP in each department will plan to set up a schedule with the teacher pairs in order to establish guidelines for the mentorship. Teachers in their third year who have demonstrated promise in leadership will be invited to participate in the PD team so that they can begin to expand their effectiveness at the whole-school level.

As a team, the hiring committee will begin to create a plan for recruitment including a criteria for the types of new hires we as a school are going to seek out through our hiring efforts in the coming year.

Teachers will be held accountable for their performance through their colleagues. Scholarship data will be reviewed every marking period by the APs, and in turn, the APs will continue to guide and support teachers. In-house and out-house professional learning opportunities will be provided. Student achievement, NYSESLAT growth data and Regents results will be considered as a factor of highly qualified staff members. Student performance will be correlated to highly qualified teachers.

The Principal will meet monthly with all new teachers and invite all staff members to open-cabinet meetings on Fridays.

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).

This school year we will have a Peer Collaborative Teacher leading the Professional Learning Team to develop a high-quality collaborative PLC (Professional Learning Community) for teachers to work on the development of high quality lesson plans that include common core aligned curricula, rigorous objectives, strategies for successful student engagement, and strong assessment throughout instruction. Throughout the PDs, which will be updated given walkthrough observations and teachers' differentiated needs, teachers will spend time engaging with the text "The Global Achievement Gap" which provides a wealth of resources for how to approach rigor in today's society. Teachers will spend PD time working under the guidance of a trained member of the PL team in the composition of high-quality, specific and aligned lesson plans that meet the demands of the Common Core with ELL accommodations. In addition, half of PLT will be dedicated to initiating item-analysis protocols for teachers to use in identifying trends in the data they are obtaining in class through assessments and common unit assessments. They will then use these protocols to establish routine ways for teacher teams to look at data from fresh perspectives.

In addition, members of the PL team will attend monthly meetings through the Teacher Leadership Team to learn about creating strong PD plans that meet the needs of the teachers. There will be a team of administrators and teachers sent to attend these sessions to create differentiated learning experiences for the teachers they coach.

The Principal and other school leaders will be attending district PD sessions alongside teachers to gain more content-specific and skills knowledge. We will also be attending college workshops with the guidance department in order to learn more about the university-level demands on students. Representation from the administration will also attend all sessions of the TLP alongside a teacher team.

The Principal and APs will create a PD plan of out-house professional learning workshops they would be attending throughout the school year. It will be highly recommended that they attend PDs related to English Language Learners, such as, PDs from the DOE office of ELLs, organizations like NYSABE, ADASA, ALAS, ASCD, Latino Caucus, and CSA.

Part 3: TA Schools Only

3a. Use of Program Resources

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

| N/A |

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).

| N/A |
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.

Teachers will be able to attend the Teacher Leadership Development Program in order to increase their voice in the pedagogical decision-making within the school. Within the TLP, teacher leaders will focus on Danielson’s Domain 3 and 1 in order to promote better planning and assessments in order to increase strong intellectual understanding and learning.

Teacher teams will agree upon formative and summative assessments. For Regents classes, common assessments will mimic the NYS Regents examinations after each unit and an item analysis will be a tool to modify instruction. Data will be analyzed in subject areas to improve or modify curricula.

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$358,413</td>
<td>☒</td>
<td>☒</td>
<td>Sections 4, 5 and 6</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$43,964</td>
<td>☒</td>
<td>☒</td>
<td>Sections 4, 5 and 6</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,426,281</td>
<td>☒</td>
<td>☒</td>
<td>Sections 4, 5 and 6</td>
</tr>
</tbody>
</table>
Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

**Parent and Family Engagement Policy**

Gregorio Luperon High School is just as dedicated to its parents as it is to its students. Parent involvement is an integral part of our school’s instructional foci and is embedded in our mission and vision. We strive to provide parents with the tools necessary to support not only their children’s academic development, but also their social-emotional learning. This effort is manifested via parent workshops in priority need areas such as:

- Learning to read a transcript
- Disciplining children with love and understanding
- Internet safety and cyberbullying
- Brain development and age-appropriate levels of support

Our Parent Involvement Policy will cater to parents’ most pressing concerns, such as how to support their children academically, effective communication techniques and strengthening family relationships. It will also include a mental health component dedicated to teaching parents how to detect and rectify concerning behavior in their children and in themselves.

**Support for Parents and Family Members of Title I Students**

We are committed to strengthening our parent-school relationship and will continue to work collaboratively for the benefit of all students.

As a school, we will:

- Provide a safe and productive learning environment for all students
- Implement a culture of mutual respect for students, staff and families
· Advocate vigorously on students’ behalf and provide constant levels of support

· Facilitate communication between parents and the school community

· Never give up on our students

As parents, we will:

· Support our children’s education to the best of our ability

· Maintain communication with the school

· Encourage, support and celebrate our children’s achievements

· Monitor attendance, homework and behavior

· Participate in parent assemblies, SLT meetings and school events as often as we can

· Advocate on our children’s behalf

· Never give up on our children

As students, we will:

· Be responsible and committed to our education

· Generate work that fully represents our academic potential

· Arrive to school promptly, every day, ready to learn

· Communicate any concerns to our parents, teachers, administrators or school staff

### Parental Involvement and School Quality

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, 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 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., ESSA/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 Every Student Succeeds Act (ESSA);

● 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregorio Luperon will further promote parental involvement by:</td>
</tr>
<tr>
<td>· Teaching parents how to use our academic platforms such as Pupilpath on an ongoing basis</td>
</tr>
<tr>
<td>· Mailing home a monthly newsletter outlining school events, student activities and areas of support</td>
</tr>
<tr>
<td>· Encouraging parents to register as volunteers for at least two school events per year</td>
</tr>
<tr>
<td>· Working collaboratively with the Parent Association to increase parent participation and involvement</td>
</tr>
<tr>
<td>· Inviting parents to attend a monthly “Breakfast with the Principal” or school tour</td>
</tr>
</tbody>
</table>
- Creating a suggestion box for parents to express their concerns or contempt
- In addition to an open door policy, scheduling a designated weekly time where parents can call the Parent Coordinator “hotline” to discuss their child’s progress
- Advertising parent assemblies, SLT meetings and parent teacher conferences via posters, newsletter and SchoolMessenger
- Updating information on our school website
- Hosting parent support groups

## School-Parent Compact (SPC)

The Gregorio Luperon High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

In our efforts to provide a rigorous and challenging curriculum for our students, we plan to use parent input and support to:

- Establish a peer-tutoring and homework help center for students
- Encourage parent-teacher communication and collaboration
- Promote sound test-taking strategies and effective destressing techniques
- Support students and parents of students struggling academically

### I. School Responsibilities: Supporting Home-School Relationships

Students benefit most when their parents and educators advocate and work collaboratively on their behalf. Therefore, the home-school relationship framework is designed with students’ best interest in mind. We are partnering with an onsite community based organization to support parents and help them enhance their skillset. For example, one of our priorities is coordinating school activities that facilitate communication between parents and their children at home through improvisation. Parents and students will act out different scenarios in an effort to model and learn best practices for their peers. We also emphasize strengthening the parent-child bond and will be doing so through engaging activities such as family game night, field day, parent-child softball games and family retreats.

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Upon registration, each parent or guardian will receive a Parent Handbook, which, among other things, will include a staff directory complete with email addresses and necessary steps to schedule a meeting or phone conference with teachers or guidance counselors. Currently, our Principal and Parent Coordinator have an open door policy for parents and students to address their concerns and can also assist with scheduling meetings. Though our staff are predominately bilingual, interpretation is always available for those who are not. We host monthly school tours, which include classroom visits and the opportunity to interact with teachers and students. We strongly encourage
parents to reach out to our staff regarding their children's academic performance before official parent-teacher conferences and be actively involved in all aspects of their education.

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
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</thead>
</table>

We are well aware of the socio-economic issues that can hinder a parent’s ability to properly support their child. As part of our “put your oxygen mask on first” approach, we aim to address some of the parents’ most pressing concerns in the form of personal development. For example, we invite community leaders to facilitate workshops in content that is relevant to our parents such as: ENL; immigration; housing and renter’s rights; and nutrition.

Because our school population is composed primarily of migrant families, there are certain nuances our families are more sensitive to and we thereby took into consideration for the creation of the Parent Involvement Policy. For instance, not all students live with their biological parents and many of them are living under the guardianship of a subgroup member that may include grandparents, aunts and uncles, and siblings. Therefore, our Parent Involvement Policy will ensure all members of the parent subgroup are given equal attention and resources that will help them be an asset to students’ education.

Many of our parents also face a culture shock upon arriving to this country, that, if not addressed could have lasting effects on students. We aim to alleviate some of the stress and burden newly immigrant parents face by creating a network of support composed primarily of other parents with professionals stepping in as needed. This is evident in our social gatherings for parents that include a salsa night, dominoes tournament and parent trip.

Our PIP also focuses heavily on family engagement and the opportunity for parents to interact with their children in a non-academic setting. To elaborate, we hosted a mother-daughter makeup-up workshop facilitated by one of our students. We will continue to coordinate family activities that are fun, interactive and engaging for parents and students.

Lastly, it is important parents know their legal rights to properly advocate for their children. A segment of the parent assembly meetings will be dedicated to teaching parents the policies set forth by the NYC Department of Education and Gregorio Luperon High School. Parents are also encouraged to attend parent assemblies, SLT meetings and to join one of the parent sub-committees which will be implemented in the 2018-19 school year and will include fundraising, event planning, and student support.

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
</table>

- 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; ensure that my child comes to school with their uniform

- 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

Student Responsibilities:

● attend school regularly and arrive on time; come to school with the proper uniform

● complete 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; therefore, aim for an Advanced Regents Diploma and many AP classes to be better prepared for college/career and to avoid remedial classes in college and decrease financial responsibilities.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ___</th>
<th>DBN: ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒ conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
<td>☒ After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: ___ |
| Grades to be served by this program (check all that apply): |
| ☐ K | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| ☐ 6 | ☐ 7 | ☐ 8 | ☒ 9 | ☒ 10 | ☒ 11 | ☒ 12 |

| Total # of teachers in this program: ___ |
| # of certified ESL/Bilingual teachers: ___ |
| # of content area teachers: ___ |
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

| Title III supplement funds will be used to support ELLs and long term ELL students in 9th, 10th, 11th, and 12th grade during our supplemental program. 90% of our students are entitled to ENL services, 87.8% of our students are ELLs. According to the RSFE report 14% of our students are SIFE. The 2018 RLAT data shows 15% of students are at the Entering level; 16% of students are at the Emerging level; 21% of students are at the Transitioning level; 31% of students are at the Expanding level; 16% of students are at the Commanding level. The NYSESLAT data also shows that 45.56% of students are in need of continuous support as they are at the transitioning/expanding level for 2 year. As a result these students who struggle need supplemental direct instruction in order to meet school, City, State and Federal credit accumulation, regents, graduation and college and career readiness. Our students need additional time and smaller classes to be given the supplemental education they need to be competitive. ELLs, including SIFE students who need additional support in making progress on the NYSESLAT, and Special Education students, are one target population for direct Academic Intervention Services, as supported by these funds. A second target population is students who are progressing well in achievement on the NYSESLAT, who would benefit from enrichment. We are targeting direct instruction to our SIFE students, with anticipated SIFE funds. A third target population of ELLs are students who are progressing well in achievement on the NYSESLAT, who would benefit from enrichment; note, many of the SIFE students can take advantage of enrichment programs, too, because they are taught by HLA and bilingually certified teachers. The intention is for all of our students to be prepared for college and careers by providing equitable access. The ENL team comprised of administrators, teachers and the Bilingual coordinator have identified that many of our students have below grade level Home Language literacy and writing skills. The goal for our supplemental program is to enhance academic language in the core content areas and hone the electronic research and technology skills for college and career readiness. The calendar for this program runs from November - June from 4:00pm - 6:00pm on Tuesdays through Fridays; supported by 4 teachers (3 ENL and 1 license bilingual Spanish teacher) and Saturdays from 9:00am - 1:00pm; supported by 2 teachers (1 ENL and 1 licensed bilingual Spanish teacher). The program will be held over the course of 26 weeks during the school year, with a total of approximately 90 after school sessions. Certified bilingual teachers will use the NYSITELL, NYSESLAT and Spanish LAB data to plan accordingly in order to support the program's goal. This data is made available by administrators and the Bilingual Coordinator. The following programs of direct instruction will be provided to ENL students:
- Small group instruction and enrichment for English and Composition after-school for 25 students who are still in the expanding proficiency level. This will develop students reading and writing skills. The session will be taught by a licensed ENL teacher in English.
- Small group instruction and enrichment for Spanish Language after-school for 50 students in 9th and 10th grade. This is specially targeted for our SIFE students. The students will develop their ability to express complex ideas in Spanish language as well as learn important reading and
Part B: Direct Instruction Supplemental Program Information

Writing skills and techniques which will carry over to the English Language. This session will be taught by a license bilingual Spanish teacher in academic Spanish.

- ENL small instruction for 50 students who need additional opportunities to develop their writing and reading skills. This will develop thirty (30) 11th graders who are still in the bottom third and provide support to twenty (20) 12th graders strengthen their English proficiency. This will be taught by dually licensed ELA/ENL teachers.

- ELA/Art class to help students increase their achievement in all subjects. Class will meet during Saturday academy, where students will learn about their native cultural identity and develop their literary analysis and writing skills. Sessions will be taught by dually licensed ELA and ENL teachers.

The program will use CCLS informational/content area text to supplement classroom instruction. In addition, students will have access to online texts through the use of macbooks, computers and smartboards. Online Programs such as Castle Learning, Plato and Newselea are available during this program. Students will also master the use of online resources such as google docs. Students will have the opportunity to learn social studies content through films, followed by discussions and writing pieces; science research through the science content; Math and technology through Robotics; ENL through phonetics and interactive grammar vocabulary games; and Online ENL grammar/vocabulary games.

Extra funding will be available through other school funds.

Part C: Professional Development

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

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

Begin description here:  
As a school founded for ELLs we find the need to continuously engage in PD that support literacy in the home language as well as in the new language. This year the school has decided to focus on language objectives development across content areas. Gregorio Luperón High School professional development aims to provide instructional strategies to support teachers across all content areas. In addition, the Professional development team (PDT) provides professional development on developing the protocol for peer observation, using Danielson's rubric 3b & 3d and language objectives as lenses. Every teacher will observe a peer using Danielson's rubric 3b & 3d and language objectives as lenses. The team will assess teachers' needs and provide PD on: 1. Taking low-inference notes, 2. Using the Danielson rubric, 3. Reflecting upon own practice, 4. Giving feedback to colleagues, 5. Enriching lessons for ELLs in literacy, 6. Writing language objective. The team in conjunction with the bilingual coordinator will also meet to plan and develop other PDs to better serve our ELLs: 1. Becoming familiar with the ENGLISH LANGUAGE LEARNER POLICY AND REFERENCE GUIDE- During this PD, teachers learn about ELL identification process, which includes, guidelines for student admission, parent orientation and student NYSITELL/Spanish LAB-R testing. - December 2018-20192. Analyzing NYSITELL & NYSESLAT data on the ELL data assessment tool - Teachers were provided with the current data to review in order to understand student's individual results and grouped them accordingly. Teachers were also provided with strategies to incorporate in the supplemental program based on students individual proficiency levels - January 20193. Incorporating scaffolding and differentiation strategies in the
### Part C: Professional Development

Lesson for the supplemental program- Teachers will be provided with targeted proficiency level strategies to improve writing and reading strands - February 2019. Using Classroom data- Teachers will have available other standardized assessment data, as well as data from the teachers to guide their supplemental program instruction. -March through June 2019 As needed teachers will meet and discuss student's language proficiency progress with the Bilingual Coordinator, content area Assistant Principals and the Principal, at the end of each marking period to measure progress - 6 marking periods /scholarship data conferences.

### Part D: Parental Engagement Activities

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

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

Begin description here: ________

Gregorio Luperón High School believes that parents who learn English are at an advantage in the marketplace and serve as role models to their children. The Parent Coordinator will closely work with the Parent Association, the Bilingual Coordinator and the Teachers. Records including agendas, attendance sheets and invitations will be maintained by the parent coordinator and kept in the parent coordinator's office. The following workshops will be conducted in parent's preferred language (Spanish/English):

We have been success in offering English classes to parents and therefore we will continue to offer ENL classes for 30 parents. ENL Parents will be notified of this class, in Spanish, by mail, during SLT meetings, at PA meetings, Parent-Teacher conferences and by Phone Master. Teacher Time: 4:45 PM - 7:45 PM - Duration: November 2018 - May 2019

In addition: Will will assist parents with the following workshops:

1. Create and Online account- parents will be able to create an email in order to access Skedula, access their children information and effectively communicate with the faculty.
2. How to Support my child during the college process- Parents were provided with the FAFSA description and guided through the process of college application and acceptance.
3. MEET and GREET college Representatives- Parents were able to ask questions and obtain information regarding colleges in New York City - May 2019
4. Immigration and Legal Services- to assist parents clarifying immigration concerns regarding their children education.
5. Impact of Social Media on Education. Translation services are provided. Workshops are conducted in conjunction with the parent association meetings. Some dates: November 22, 2018 (6 to 7 p.m.) - Bilingual Panel Introduction session for all parents/guardians (Yecenia Delarosa - Principal and Bilingual Coordinator & Bilingual Team) December 20, 2018 (6 to 7 p.m.) - Parent Informational session for Online Rollbook System Pupil Path (Guidance Counselors & Principal) & Clubs presentation (APs) January 24, 2019 (6 to 7 p.m.) - Parent Informational session for Credit Accumulation (Yeribel Lopez - Dept. of Guidance) February 28, 2019 (6 to 7 p.m.) - SIFE Awareness - video presentation (Yecenia Delarosa - Principal and Bilingual Coordinator) March 21, 2019 (6 to 7 p.m.) - Report Card Data Analysis (Mr. Tuero - History Teacher) April 25, 2019 (6 to 7 p.m.) - Immigration informational session (CUNY representative) May 23, 2019 (6 to 7 p.m.) - Bilingual Cohort Transition into next grade level (Guidance Counselors and Bilingual Coordinator) June 20, 2019 (6 to 7 p.m.) - Bilingual Cohort Transition into College Presentation (Guidance Counselors and Bilingual Team)
### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per session</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Per diem</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must be supplemental.</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Additional curricula, instructional materials.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Must be clearly listed.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>Manhattan</td>
<td>552</td>
</tr>
</tbody>
</table>

School Name: GREGORIO LUPERON FOR SCIENCE AND MATHEMATICS

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**: Yecenia Delarosa
- **Assistant Principal**: Jaya Bharne
- **Coach**: Carisa Musialik / NLA Teacher
- **Coach**: Mireya DeLaRosa / AP NLA
- **ENL (English as a New Language)/Bilingual Teacher**: Ambar Ventura / Bilingual Coor
- **School Counselor**: Yeribel Lopez
- **Teacher/Subject Area**: Deepak Kapoor / Science
- **Teacher/Subject Area**: Saulio Tuero / Social Studies
- **Parent Coordinator**: Daihana Saldana
- **Related-Service Provider**: NONE
- **Field Support Center Staff Member**: N/A
- **Superintendent**: Donald Conyers
- **Other (Name and Title)**: Ysmeli Rosa / Business Manager

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: 8
- Number of certified bilingual teachers not currently teaching in a bilingual program: 0
- Number of teachers who hold both a common branch license and TESOL certification: 9
- Number of certified bilingual teachers currently teaching in a bilingual program: 8
- Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12): 3
- Number of teachers who hold both a bilingual extension and TESOL certification: 0
- Number of certified ENL teachers not currently teaching in the ENL program: 0
- Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6): 1
- Number of special education teachers with bilingual extensions: 0

D. Student Demographics
Total number of students in school (excluding pre-K) 521  
Total number of ELLs 414  
ELLs as share of total student population (%) 79.46%

### Part II: ELL Demographics

#### A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>TBE</td>
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<tr>
<td>Total</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>108</td>
<td>145</td>
<td>80</td>
<td>81</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>X</td>
<td></td>
<td>Spanish</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>X</td>
<td></td>
<td>Spanish</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

GLHS uses diagnostic exams in English, Mathematics and Spanish. In conjunction with NYSITELL scores, we use the results of these exams to help with the programming of students. In the English/ENL department, teachers immediately examine the result of these exams to discern the appropriate academic needs of the students entering their courses. In departments, we divide these into students’ grammar needs, their reading comprehension needs, writing fluency needs and speaking fluency needs. We then ensure that these skills are targeted in individual unit plans that span the sequence of ENL/ELA courses that our students experience. We have developed a blueprint for the way these skills must be integrated and scaffold for students over the ENL/ELA course sequence that takes these skills, pairs them with Common Core State Standards, and establishes...
specifically measurable objectives for the assessment of each. The assessments continue periodically throughout the school year to determine progress in reading comprehension. Teachers use this quantitative data in order to better group the students in guided reading groups, for lesson differentiation, and to guide instruction for their students. The Foundations program is also used to promote phonemic awareness skills.

2. What structures do you have in place to support this effort?
GLHS has a collaborative team of educators that meet weekly through their circular 6 co-planning periods to use data from assessments to drive instruction. Besides content knowledge, it is the skills that are being assessed for vertical and horizontal alignment. We have a PD Team that also modifies their agenda around the school’s instructional foci in order to review the outcomes of assessments. There are several department teams, committee and a new Bilingual team that meets regularly to decipher assessments and curricula for instructional planning. We have a Google-drive with teacher created unit plans that are also modified; and we use this as a form of communication among pedagogues.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
A Bilingual/ENL teacher team oversees the analysis and data effectiveness as well as the program with an emphasis on the expected outcomes, analysis of formative and summative assessments (ELA, Math, Science, and Social Studies, NYSESLAT, Spanish LAB, Pre and post assessments) to drive instruction and evaluate the program. The team determines, identifies and prioritizes the evaluation tools to measure expected outcomes. The team is also responsible for monitoring and disseminating all second language learner data throughout the staff. In addition, the team makes professional development recommendations to provide teachers and other staff member with the needed tools to address second language acquisition. Teachers maintain data folios, work folders, follow IEP objectives, take attendance, observe student work and participation, assist students with self-assessment techniques (i.e. questionnaires and surveys), and conference with students and parents to assess goals and expectations. Second language learners and their parents have been considered highly priority for the implementation of the New Common Core State Standards. Professional development for teachers takes place, in school, every Monday after school from 2:30PM to 3:10PM all staff are invited. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration without and in school professional development providers. The bilingual team also meets bi-monthly on Fridays from 9-11 to identify areas of need and to plan PD and roll-out for the whole staff.

4. What structures do you have in place to address interventions once the summative data has been gathered?
One of the summative assessments that our teachers have put into place are practice/Regents mock assessments. Once the summative data has been gathered, it gets placed into a folder in our Google drive, and further analyzed as a group. The group then runs an item analysis of each question to identify needs to re-teach content, build on skills and/or concentrate on a particular standard. As for daily classroom summative assessments, one practice being used is the department team will select samples of student work, analyze the data, and give each other constructive criticism to improve outcomes for specific students.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs ]
N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

Our students consistently progress about a year in terms of performance level each grade. By the time our students are seniors, the majority have achieved a Commanding level on their NYSESLAT. Some seniors might gain ELL status by achieving Expanding on the NYSESLAT and a 65 on the Regents Examination in English (Common Core) as defined by section 100.18 of the regulations of the Commissioner of Education. At the start, though, our students are most reticent at the writing and
speaking portions of the exam. Our students are conscientious and want to do well, but are plagued with blocked senses of fluency when it comes to the production of language at the early stages of their language acquisition. This makes sense because in the earlier levels, we emphasize the skills of reading and listening intensely, relying on the intermediate levels to begin integrating more rigorous fluency work for our students. This is when we see the largest jump in NYSESLAT scores - the transition between the 10th and 11th grades, when students can finally put all four pieces of the English Language acquisition puzzle together.

Gregorio Luperón High School for Science and Mathematics aims to provide a comprehensive education that prioritizes inquiry among our student body of English Language Learners (ELLs) (100% during freshmen year and currently 17% former-ELLs). This learning occurs in a Transitional Bilingual Education setting, which acknowledges and celebrates students’ language, culture and prior experiences, while simultaneously teaching them English in preparation for post-secondary education. 21st century skills are embedded into teachers’ practices to support students as they prepare for a technologically advanced world that values innovation and collaboration. Our faculty understands the challenges our students confront. Therefore, student learning experiences prioritize critical thinking through real-world applications, whether in a science classroom throughout a project-based learning (PBL) approach, on a trip to experience the function of government in Washington D.C. or through the collaborative creation of a robot in a robotics class. Our fundamental core beliefs in terms of community are acceptance, trust and mutual respect.

From the time they are in the 9th grade, our students are pushed to high levels of rigor in their content-areas classes, which are taught primarily in Spanish. Teachers in these classes employ strong ELL supports to push students toward domain-specific and academic language acquisition. In order to ensure that our students are producing work that meets Common Core Learning Standards (CCLS) standards in all classes, they are provided with accommodations such as extended time on assessments, glossaries/dictionaries, translated assignments, and are grouped based on language needs.

As students enter the 11th and 12th grade, classes are taught primarily in English, with the continued presence of ELL accommodations and supports. With the SIFE (students with interrupted formal education) students, teachers use explicit instruction, technology (iPads and the computer lab), collaboration and group work and Saturday peer mentoring. Toward the goal of developing language skills, building student confidence and encouraging 21st century skills like problem-solving and communication across networks, we believe our students learn best when allowed to create their own strong questions and discuss with each other using both Spanish and English. To support these initiatives, our students have been taught to use Webb’s Depth of Knowledge chart to create complex levels of inquiry across the content areas. They are provided with sentence starters and accountable talk tactics to support the complex discussion of course content that follows. An overview of our academic program is as follows:

* In the 9th grade, our students receive the required Algebra, Science, History, English as a new language, ELA, Native Language Arts, PE, Introduction to robotics and computer science. 9th grade assembly/town halls meetings take place once a month to address issues such as understanding transcripts, bullying, safety and discipline and college readiness. During the month of April, the entire 9th grade has a half a day assembly with two guidance counselors and the safety liaison. On this day, several workshops take place related to academics and social-emotional issues.

* In the 10th grade our students take Global Studies, Health, Robotics, ELA, PE, Math, Earth Science or Chemistry and Music Appreciation. At this grade level we begin exposing our students to a higher language tier in their ENL classes. The ENL curriculum, while aligned to the Common Core Standards, also prepares our students for the following year’s Common Core ELA Regents exam. In their Native Language class, our students begin preparing for their first Advanced Placement class, AP Spanish Language. At this grade level our students take the PSAT. Students begin to be exposed to colleges through college visits or College Fair.
* In the 11th our students take United States History and Government, Physics or Earth Science, ELA, ENL, PE, Trig/Alg 2, Robotics, AP Spanish Language, Introduction to Technology, Music. During this grade students take SAT Preparation courses in the school or on Saturdays with one of our CBOs. College Now classes at CUNY. Their internships endeavors begin here.

* In the 12th grade, students take, AP Calculus, AP Environmental Science, AP Physics, AP Literature, ELA, ENL, PE, Participation in Government and Economics and College Writing. A small population of our students take AP Language and College Now classes at CUNY - City College. In terms of assessment, our students engage in self- and peer-assessment on a daily basis and teachers are consistently taking the pulse of their classes. They strategically use technology to complement these efforts; for instance, teachers use Google Drive throughout all content-areas and grade levels to provide feedback to students. We use software such as Pupilpath, Vocabulary.com, Castle Learning and Agile Mind to prioritize areas of continued need for our students.

The results of these daily assessments are then used to inform teaching practice the next day. This data also becomes the strategic base for department and whole-school PD meetings, in which teachers reflect on data to create departmental goals and share best practices for moving student achievement within these areas of need. This year, we have engaged in both tuning and consultancy protocols to guide these conversations and establish school-wide and department-specific next steps.

The impact of this work has been that: * 100% of our seniors are taking more than one core English class to ensure deep engagement with reading and writing at the college level. * In the science department, 25 of our seniors are enrolled in an AP level class that makes extensive critical thinking demands. * We have begun a new Advanced Science Research class: 10 students * Students enrolled in our robotics classroom develop exceptionally strong language skills from the project-based model they encounter, which forces them to have a reason to use language learned in class, and to practice their fluency routinely in their interactions with other schools and at competitions. * Increased participation in SAT class preparation * Increased results in ELA Common Core Passing: 85% * Increased results in Algebra Common Core Passing: 79%

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Schoolwide goals illustrate our vision toward leveraging our strong community toward creating a more collaborative, trusting environment for our teachers and more rigorous educational experiences for our students. Toward that end, we have prioritized the following goals school-wide for completion and reflection by the end of the 2018-2019 school year:

* Rigorous Instruction → Lesson and unit plans in all content areas will be refined to instructional objectives and essential questions promote deep levels of critical thinking across grade and subject area. All lesson plans will include aligned objective and assessment, vocabulary supports, intentional planning to support lowest third students, ELL students or students with an IEP. Based on classroom observation data, AP Supervision feedback and student performance data, the PD Team will create a list of topics to be addressed during PD meetings. PD Plans will be updated regularly based on further data collected from observations and student work formally and informally.

* Supportive Environment - Guidance counselors will facilitate at least five workshops by grade-level to promote the socio-emotional growth of students’ academic performance, post-secondary plans, socio-emotional well-being, safe choices and mental health.

* Collaborative Teachers - Teachers work together to revise horizontal alignment among departments for coherence, while simultaneously updating the vertical alignment together in teams. By the end of the school year, teachers will develop and implement an approach to teaching literacy that ensure coherence across classes.

* Effective School Leadership - Administrative learning walks are conducted on a twice to three times a month to ensure that staff increases its understanding of Danielson’s Framework for
Teaching. Teacher feedback and follow-up will be conducted on non-evaluative basis to ensure that teachers are implementing recommendations in their classrooms.

* Strong Family-Community Ties - In order to increase communication between the faculty and the parents, faculty members will actively participate in the Parent Association meetings over the course of the year. Teachers will talk with parents about their class/content area, provide updates on student progress and develop deeper relationships with students’ families.

PD Team meetings focus on developing a shared and continuously growing understanding of what strong teaching looks like across the content areas. In the first PD session of the year, we focused on questioning and analyzed the ways in which a single lesson was pushing students gradually from more basic questions to higher-order. Teachers brought a sample lesson and the department worked on analyzing one to create a grid of the ways that the questions gradually pushed students to do more work throughout the course of the lesson. In this way, departments worked on seeing a fully scaffolded set of questions within the context of a single objective.

As a result of some of the questions that arose from this first session, the PD team built out the first three PD sessions to revolve around questioning. The first involved learning about how the Danielson Rubric defines effective and highly effective questioning and becoming clear as a staff about the criteria for each. Subsequent PD sessions will focus on different branches of Danielson’s Domain 3. In the first few meetings of the year, we focused on strategies for Student-led discussion. We began with a half-day PD on this during the September conference days, but teachers expressed a desire to work on questioning more thoroughly. We returned to models of student-centered discussion in an upcoming PD, so that all teachers can share their progress toward creating Level 4 questions for and with students. In subsequent PDs during the first semester, we focused on strategies for discussion and engagement that teachers could implement in their classrooms immediately and then share with the rest of the staff. During the second semester, the PD team has focused on data analysis and the ways that the staff can use various data points to help inform instructional choices. We began by engaging in student work consultancy protocols aimed at providing a closer look at student mastery within individual lessons. We then moved into a tuning protocol which we were able to use to investigate Regents data in departments to establish departmental priorities moving forward in the semester.

In department meetings, teachers work to create skill blueprints that analyze the kinds of growth and learning a student should be mastering as he/she progresses through the levels. In this way, we have worked to ensure vertical coherence within content areas through the use of these blueprints. For instance, the English department used the first Chancellor’s PD day in November to create an ELA Blueprint. We aim to return to this during the June Chancellor’s PD day to revisit our work around questioning and discussion so that we can use our data analysis from this year as a basis for figuring out how to modify our curricula and vertical/horizontal alignment to close these gaps. For instance, argumentative essay writing is a common feature in most classrooms, so we will explicitly write out the types of prompts that students may see that require this type of writing and the expectations for each in each of the content areas.

We use promotional assessments that are aligned across content areas.

* In each of the content areas, teacher share common assessment that they spend department time creating, updating, and analyzing to identify trends in student progress.

* Department meetings in November and December will prioritize assessment and data analysis to begin the process of cultivating data to analyze our students’ growth in writing and reading. We will break into smaller groups by level to determine what we can identify within the data that will help us create priorities for the second marking period.

The Professional Development team, this year has been accepted to the Teacher Leadership Program with a team of 5 teachers from across the content areas working on a monthly basis (occasionally with an administrator present) to create a PD plan and build up an arsenal of best practices for adult learning, including protocols for investigating adult and student work. The PD team then works to turn key these activities to meet the needs they have been communicated by the administration as
a result of observation data.

Individual teachers also meet with administrators at the end of each Marking Period to discuss student data across his/her classes and to create a prioritized list of focus areas for the upcoming Marking period – these priorities span across the focuses of PD and Department meetings but reflect a focus on individual and schoolwide goals.

Data from observations is regularly used to establish goals for professional development. Cabinet meetings are held each month wherein the administration meetings to figure out trends in teacher data that is then communicated to the PD team, who plans a series of meetings to develop a shared understanding of the metric, build out rationale for its importance, provide a menu of best practices and support teacher in integrating these best practices into their classrooms and then sharing the results in future meetings through video protocols. In addition, the administration prepares workshops for teachers to learn more about various methods and strategies for pushing students to higher levels of inquiry and allow their classrooms to become labs for other teachers to observe, provide feedback and ask questions of. After each observation, administrators meet with teachers with immediacy to discuss the feedback and set a timeline for follow-up and further supports as needed. Administrative conferences with teachers are always aligned directly to the Danielson framework, with explicit discussion of how each teacher may move students purposefully toward deeper levels of intellectual engagement throughout the course of a given unit. Administrators have also begun to conduct collaborative observations with teachers (walkthroughs) in order to be extremely rubric-focused and help educate teachers about how the language of the rubric can be used to coach teachers.

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**Part IV: ELL Programming**

**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.
      Students in their senior year are served in a freestanding ENL program. They are grouped heterogeneously take classes in English, with the exception of their mandated ENL hours. Students who score commanding on their NYSESLAT or who achieve Former-ELL status because of a combination of their Regents scores and NYSESLAT scores are also placed in our freestanding ENL program. They are served by licensed ENL teachers through a push-in model in English courses.
   b. TBE program. *If applicable.*
      In the freshman through junior years, with the exception of those students who score commanding, all of our students are placed in a heterogeneously programmed TBE program where they are served by ENL licensed teachers in both their ELA classes and bilingual certified teachers their content-area classes. ENL classes are grouped more homogeneously based on students’ NYSESLAT scores and grade levels.
   c. DL program. *If applicable.*
      In the Dual Language program there are 15 students that scored a commanding in the NYSESLAT and 15 with expanding. Instruction is taught weekly in a specific language (Spanish one week and English the following week).

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Part 154 is used to guide programming. An added class in the commanding levels supports the continued and needed development in writing and reading. We over serve in the sense that we offer 3 ENL classes for freshmen through juniors regardless of their levels (675 minutes a week). Only seniors have one to two ENL classes. Next school year (2018-2019) we
will be programming our students differently.

In the TBE program, the school follows the recommended percentage of NLA/ENL English Proficiency Level in the core subjects, where the students begin with entering/emerging 60/40, expanding 50/50, transitioning 30/70 and commanding 0/100. The students are placed in ENL classes until the commanding level is achieved; afterwards, students continue receiving language instruction support with a curriculum that emphasizes writing and reading.

In the ENL EN/EM' classes, the focus is on vocabulary, academic language to support across the area content, reading strategies and writing to reinforce comprehension. All newcomers entering the school, are required to be part of a bridge summer program. The focus in the expanding levels is reading, writing and literary technique and elements and how they help the reader and the writer to convey an idea. In the transitioning ENL classes, students learn to use the proper academic language of literature. Language development and acquisition is embedded in all levels. The results of the NYSESLAT guided us to make the decision to add a stronger reading component within the EN/EM levels of ENL and additionally, this year after looking at the results of the NYSESLAT and alignment to the CCSS, more writing is embedded across 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.

Teachers were developed during last academic year on how to begin aligning their instruction, whether it was at any NYSESLAT level to the CCLS. Two Common Core aligned units were created by each teacher. The support continues and teachers are expected to make the adequate language accommodations in their lesson plans and their instruction. These accommodations have to reflect the language allocation indicated in TBE program and the students language levels. In the ENL classes, all ELLS are prepared for the ELA Regents in as early as in the emerging level and the preparation continues in the pre-ELA Regents classes, where an added class focuses on English literature and literary elements is offered. Support is slowly emerging from the NLA department for both History and ELA. Extended day and Saturday classes are offered in order to expand the student's preparation for the Regents. Item analysis is done every year after the administration of the ELA and the History Regents exams in order to identify those skills where students need help with, but also to modify instruction, assessment and curriculum. In math, science and history, teachers are expected to design their units, lesson plans and instruction, with the NYSESLAT data in order to foster language development. Even though it has been a challenge for teachers to align their instruction to the CCLS which is designed with a monolingual population in mind, teachers have decided to scaffold the standards in the ninth grade to ensure students build up the skills expected to master on each grade and so forth. Teachers identify students at risk and their low level skills, which are not limited to language, and as teachers meet individually with their instructional supervisor and teams, instructional strategies are developed to foster language and skills mastering. This school year, we have a new instructional leader that is focusing on science and has developed a new science team that is currently working on developing pedagogical skills, structures, and systems to better serve our ELLs in reference to instruction, language development around the NGSS.

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

Students who score entering, emerging and transitioning are given their state assessment in their native language. Students who score expanding and commanding are given the choice. Copies of the teachers' assessments are requested and provided by and to the department chair. Copies of these exams are kept in the Assistant Principals offices.

5. 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

Before implementing differentiated instruction, we make sure each student has gone through a diagnostic process. It includes the use of assessments to determine student readiness. The assessment also informs us of the student's individual interest and learning style. Some of the strategies that we use to differentiate instruction for:
a. SIFE: visuals, lower grade texts in Spanish, simplified vocabulary definitions; use of graphic organizers, scaffolding students’ activities and independent reading, small class instruction, an extended day which includes having two days a week after school for two hours each, one on Saturday for four hours and a book club that meets once a week for two hours. SIFE students who are in the 9th grade are placed in a special program. This program has a Science, NLA and ENL component. These classes are extended to two hours of Spanish and two of Science on Saturday and twice after school during the week. The SIFE classes continue to the Spanish Level five and end with the Advanced Placement Spanish Language examination.

b. NEWCOMER: depending on the NYSESLAT levels, we create homogenous or heterogenous groups depending on skill performance. Our teachers use books like SIDE_BY_SIDE. Teachers research and implement strategies that are specific for the ELL population. We use sentence starters, demo-work, accountable talk, visuals, realia, organizers, and jigsaw strategies.

c. DEVELOPING: we continue some of the differentiated instruction mentioned above in addition to less dependent skills and move towards the independence factor. We continue to perform on going formative assessments, grouping, group products, critical thinking ideas, and student choice.

d. LONG TERM: we like to analyze the progression of modalities from year to year for NYSESLAT levels. For LTELs To meet the needs of the Long Term ELLs, the school has added additional ENL, NLA and content classes after school and on Saturday to ensure proficiency in the language are met and in the state standardized assessments. At the beginning of the school year, these students are identified and a plan is laid out to support Long Term ELLs’ language and academic growth and ensure that these students graduate.

Long term ELLs, are expected to take part of the extended day twice to four times a week, and or on Saturday. The Social Worker meets periodically with the students and his/her family to ensure their socio-emotional well being. Both guidance counselors are responsible for two cohorts and its long term ELLs identified in these cohorts.

6. 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?
All of our ELL-SWDs receive general education services with daily SETSS support as recommended by their individual IEP. In the general education classroom, teachers incorporate various ELL scaffolding techniques (activating learner’s background, using visuals/multimedia/graphic organizers/sentence starters, collaborative peer learning, etc.) into their instruction to ensure that all students readily access grade-level academic content and build English proficiency. For ELL-SWDs, teachers also utilize differentiation strategies so as to cater to each student’s individual needs and learning methods. To further facilitate the successful learning process of ELL-SWDs, teachers provide preferential classroom seating, repetition and reinforcement of instruction, and frequent teacher check-ins and feedback throughout the lesson. During SETSS, the Special Education teacher provides individual/small-group curricular reinforcement with L1 support. In addition, the Special Education teacher confers and collaborates with ENL teachers to effectively meet the language development needs of each individual ELL-SWD.

7. 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?
When accessing the least restrictive environment, our ELL-SWDs have the same opportunities as their general education peers as they are programmed in general education classes with a small-group SETSS in a separate classroom everyday. In the general education classroom, ELL-SWDs are heterogeneously grouped with peers who share their same L1 and engage in various collaborative learning activities to afford greater opportunities in meeting their language development goals. The general education teachers also actively participate in each student’s IEP building process to devise measurable and realistic IEP goals and to incorporate differentiated instruction that effectively meets such goals. Furthermore, teachers become
familiar with each ELL-SWD’s testing accommodations so that students can demonstrate mastery of skills and attainment of knowledge without being limited by their disability.

8. 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.

AIS Services first, then Title III program and the subgroups addressed.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

There will be three new programs next school year. One will be through a community-based organization called Fresh Youth Initiatives (FYI) for socio-emotional support. Another an Advisory program, where every staff member will have 10 students to advise throughout the school year and they will be the TO-GO to person in the school for each student. The best for last, we are beginning a dual-language program to begin in grade 9 and to be added to one year every year after.

10. If you had a bilingual program, what was the reason you closed it?

N/A

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

In addition to Title III supplemental program; Regents tutoring program; Science make-up Lab program; and extra-curricula activities, we also have the following clubs: Phonics, Robotics, Science, History through Film, Sports, Hiking, and Geek Squad. We have targeted credit recovery and mandated tutoring services. FYI is conducting many workshops around adolescents & society like Cyberbullying, STDs, dances, and many others. Our guidance counselors are running a variety of workshops and programs around College Access for All, Girls Rock, and Sports. We also have a dance teacher conducting Mambo classes. Our new parent coordinator is standing up for more student voice and events like the first time ever Talent show, end-of-the-year dance, next-year’s homecoming dance, and others. Our COSA director is leading our student government, senior club and yearbook. We have a new Community Assistant conducting workshops for our students in the library, and building connections through CBOs for our students. Our students are going beyond school premises for other programs like the AMNH, Public Library, NYPD Explorers Program, and many others. You will read throughout the LAP a array of school programs and services for our ELLs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

* Under the new leadership, there have been many new school initiatives, especially in the science arena and community outreach. Our new Principal is working with the Science Team to develop our future S.T.E.A.M. program. Our Principal has connected us to her former school, Manhattan Center for Science and Mathematics High School, where she was the Science AP, and we are now in partnership with the Advanced Science Research program and the Robotics Team. This school year, ten of our students will be attending a camping trip with Lamont Doherty Earth Observatory with MCSM HS and students from the Netherlands. Our Principal is also co-teaching with some of our new science teachers, and is currently teaching as an Adjunct Professor at our school through Albany State University. This program is called University in the High School and titled Advanced Science Research (ASR), in which our sophomores begin a sequence of research classes up to 6 high school credits, find mentors around NYC’s hospitals and research labs, register for UHS courses at Albany, and can earn up to 12 college credits before they exit our school.

This school year we are part of the city’s initiative College Access for All, received a grant for $30K and were recently accepted in the College Bridge program that follows.

Due to next year’s plan of increasing the science department staff to better serve our innovators of tomorrow, we will also be implementing a new Summer Bridge program for all incoming freshmen.
* We now have a Bilingual Coordinator to better serve our ELLs and working on next school year’s Dual Language program. We opened an office for our bilingual program located in our school's library. This position is key for improving communications with parents of ELLs. It is a venue for parents to feel welcome, automatically accepted and to learn about our instructional programs. Furthermore, this office has an open door policy, where parents, students and teachers are welcome to visit at any given time. It keeps everyone involved in our students’ education and is the main conduit through which parents, know about, understand and engage in their child’s academic achievement and language acquisition. In addition to serving the parents, this office also connects staff to students across content areas. Our Bilingual Coordinator has conducted the following PD’s for our staff in order to better serve our ELLs:
* 1- Becoming familiar with the English Language Learner Policy and Reference Guide. During this PD, teachers learn about ELL identification process, which includes, guidelines for student admission, parent orientation and student NYSITELL/LAB-R testing.
* 2. Analyzing NYSITELL & NYSESLAT data on the ELL data assessment tool - Teachers were provided with the current data to review in order to understand student’s individual results and grouped them accordingly. Teachers were also provided with strategies to incorporate in the supplemental program based on students’ individual proficiency levels.
* 3. Incorporating scaffolding and differentiation strategies in the lesson for the supplemental program- Teachers will be provided with targeted proficiency level strategies to improve writing and reading strands.
* 4. Using Classroom data- Teachers will have available other standardized assessment data, as well as data from the teachers to guide their supplemental program instruction.

* Our new Parent Coordinator has been serving our students-in-temporary-housing, part of the new Discipline team, conducting Girl Talk shows and the first Talent show, and teaching our parents technology and ENL classes.

* We also have a new Community Assistant that has been connecting the school to Washington Heights organizations and elected officials. * Our school is special because our current Councilman, Ydanis Rodriguez, was a teacher at GLSM HS, and continues to give back to our school and has allowed many of our students to participate in internship programs through his office.

* Our school also has a new Safety Liaison to increase the accountability around discipline with a small group of students which has decreased the rates of the cutting-class reports, increased attendance, and decreased school incidents.

* We recently found out that our CBO, Fresh Youth Initiatives, has been granted over $500K to continue their program in our school.

* Other New Initiatives and Highlights:
  * One of the top transitional bilingual programs in our community
  * College Now, College Access for All, College Bridge
  * International Exchange Program with the Netherlands
  * Fresh Youth Initiatives
  * Robotics * Computer Science - STEM Program
  * First Annual AALSTEM Tech Fair
  * Partnership with Federal Reserve Bank
  * Museum of Natural History
  * Future Dual Language Program
  * Innovative Club Offerings
  * Webpage (work in progress)
  * Khan Academy * Genius Plaza * SAT Revolution K-12
  * AP Classes
  * College and Career Office, Posse Scholarship
  * Dance Classes
  * PENCIL Fellows
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Diversity of textbooks in students' Native Language

For the new DL program: 15 EP and 15 SP students will take classes together except ELA and NLA. The 15 EP will take ELA and LA, and the 15 SP will take ENL and NLA. Language instruction will take place in a week-by-week model where one week instruction/assessment in English and the next week in Spanish. Classroom decor will be differentiated by blue and red. All resources will be provided in both languages. The goal is to master both languages.

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

CR Part 154

We serve approximately 60% newcomers, and sometimes it is necessary to have an age difference in a classroom setting; however, next school year, we will begin one section of classes for the older students. For the most part, our classes are designed around the four grade levels and appropriate age groups with the NYSESLAT data driving our programming.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

1. We believe that the establishment of a nurturing community is essential to our students’ transition from their native countries and their continued educational growth over the course of their four years.

* Over the past two years, we have established a team of teachers and counselors to create an advisory curriculum that spoke to the socio-emotional and academic needs of our students. This year, we shifted this away from an every-other-day model to a once a month Town Hall model. Every other Monday, guidance counselors meet with students from a grade band to engage in an activity centered on a pillar we’ve identified in students’ maturation process. This includes for 9th and 10th graders, sessions on students’ socioemotional growth and development such as:

  * Students’ sexual health and healthy relationships
  * Consent and sexual abuse prevention
  * Depression and suicidal thoughts in teenagers
  * Healthy friendships and peer pressure
  * Bullying and cyberbullying
  * Communication with parents and family

* In the 11th and 12th grade, our Town Hall meetings include academic and professional skill development, in preparation for the transition to college and other post-secondary options. Our students have the chance to work one-on-one with our College Advisor and to work with alumni who come to support upperclassmen in preparing for this transition. They attend workshops throughout the year on:

  * Interviewing skills and resume writing
  * Building a college list and self-evaluating a transcript
  * SAT and ACT preparation
  * Financial Aid overviews
  * Career days and College fairs
  * Enrollment workshops and support through college transition
  * Essay writing and application completion workshops
  * Reading a transcript and understanding graduation requirements
* New this year has been our partnership with the COMPASS program through the Fresh Youth Initiatives organization. Through this partnership, we will bring in two school social workers who will be at the school three times a week during lunch periods to help support our 9th and 10th grade students through their transition to the US high school system and whatever other emotionally needs they may be facing. In addition, the organization will bring other services to the school including art classes, music and dance classes on Saturdays, college trips and career fairs open to all students.

2. However, we balance this with high expectations for student growth and performance.
* We have established rigorous qualifications for promotion that we have enforced to ensure that students are accumulating the necessary credits needed to graduate career and college ready within four years.
* We provide extensive and intensive after-school tutoring across all content areas to support the lowest third of students in gaining the skills they need to master class content.
* We offer extensive options to support academically advanced students including AP courses, college preparation courses, College Now classes available outside of the school at four-year city university programs, and other extracurricular activities.
* All students are eligible to take free SAT preparation courses through the school more than once per year so they are prepared for the demands of the test (which does not allow for ELL accommodations). We have partnered with other organization to better serve our ELLs through SAT prep like DELLS SAT Saturday program, Revolution K-12, and Genius Plaza (A.K.A. PreK 12 Plaza).

3. Our guidance department works to ensure strong collaboration between multiple stakeholders that impact student growth and development.
* Since the last Quality Review, we worked hard to increase the visibility of our college culture and parent partnerships and hired a dedicated college counselor and another school counselor to support our expanded goals.
* Counselors work to maintain a strong relationship with partner organization such as ESI by attending PDs on school culture, college access and culturally responsive teaching across the content areas.
* Last year, a team of teachers, admin and counselors created a team to manage the goals and programs associated with an ESI Family and School Partnerships mini-grant. The aim was to creatively bring more parents into the work that was going on in their students’ classes and help them take a greater part in their students’ learning. The work of this grant allowed for parent/student movie nights to discuss Social Studies coursework, a school-wide trip to DC to deepen student and parent engagement and awareness with US Government concepts, and routine Saturday meetings for parents to engage in discussions about how to read transcripts, track student progress toward graduation and prepare for transition to college.
* Counselors work closely with PA leadership to support their efforts and promote various school events that will allow parents to deepen their relationship with the school and their capacity for supporting their students through their high school experiences. Teachers also attend PA meetings regularly in order to share more about their departments’ work with students and answer parent questions about student progress and learning in individual classes. Family Night provides an opportunity for parents to meet with teachers and learn the expectations for individual classes.
* Counselors work in challenging students to take on afterschool and summer enrichment opportunities, and support student development of study skills, anxiety management, growth mindset.
* Parents routine communicate with parents through phone calls home, newsletters and electronic communication via Skedula. Parent outreach time is prioritized every other Monday so that teachers have dedicated time within which to speak with parents about student progress in class and support them in learning more about the content and how to support their child’s academic goals. During Family Night and Parent Teacher conferences, parents are provided workshops on how to access their student’s academic information and progress and communicate with their child’s teachers.
* Through our work with school culture, we have seen the following impact:
* Attendance rate of 92% for the past school year
* Attendance rate at Parent Association meetings is steady at 60-80 parents
* Students participate in and are challenged through programs like NYPL after school programs, PENCIL Fellows Internship Program, American Museum of Natural History Saltz Summer Internship, City College’s College Now Program, City College’s
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The students who enroll at Gregorio Luperon before the beginning of the school year, are programmed to enroll in a summer program that has three components, Math, English and Gym. In addition to this program, if the students come from middle school (still newcomers), they spent an afternoon at the school. On that afternoon, they take a tour and receive an orientation package that includes a meeting with their parents. Students who enroll throughout the school year, are given a tour, and on one orientation with the parents/tutor in attendance.

How do we help them adapt to an HS situation? Student ambassadors

17. What language electives are offered to ELLs?
AP Spanish Language and AP Spanish Literature, French 1-4

18. 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)?

Another DL class begins in the 2018-2019 school year:
   a. One week English: one week Spanish
   b. Core content taught in both languages separated by week-by-week model
   c. Separated by week to master both
   d. We will begin with Spanish week 1

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 and non-pedagogic staff.) 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?

PD Team - TLPIn-house PD done by Bilingual CoordinatorMFSCDELLS
Math for America

Other out-house PDs, especially for CTLEThroughout last year and the year before, all teachers were provided in-house professional development by the school Network coach, on lesson aligned to the Common Core Learning Standards, PBL and Literacy Units. This year these conversations continue every week and are included in the year calendar of Professional Developments.

The team will be working together on understanding the NEW citywide instructional expectations, Danielson Framework competencies, Common Core standards, and ELL data to drive instruction. This school year our focus is integrating a more common and interdisciplinary curriculum, as suggested through our former Quality Review. Teachers will be meeting one Mondays twice a month to participate in PD activities to fulfill this goal. PD activities include model lessons, book research, teacher-action research, and video analysis. In addition, our MFSC, will be running PD sessions for our team to attend in reference to ELLs. Our administration will be participating in monthly PD sessions through the Superintendent’s office, and outside organizations such as ADASA.
PROFESSIONAL DEVELOPMENTAL PROGRAM: THE PROFESSIONAL DEVELOPMENT ACTIVITIES MUST BE SUSTAINED AND ONGOING. IT MUST BE OF SUFFICIENT INTENSITY AND DURATION SO AS TO HAVE A LASTING IMPACT ON TEACHER PRACTICE AFTER THE DOLLARS ARE GONE. THE PROFESSIONAL DEVELOPMENT ACTIVITY MUST BE IN SUPPORT OF THE TEACHERS/PRACTITIONERS WHO ARE PROVIDING THE TBE and ENL INSTRUCTIONAL ACTIVITY. IT MAY ALSO INCLUDE A FEW OTHERS FOR THE PURPOSE OF BUILDING CAPACITY.

In addition, our team will participate in our Bilingual Team PDs once a month. We have teachers from each content area on the team, plus support and administrative staff. Teachers will be expected to search the web/internet for professional development workshops specifically for the ELLs and their area of instruction. Mrs. Delarosa will forward emails to the team for PD opportunities. They can also contact Office of DELLS & MFSC staff for PD information on EDAT, LAP, and Title III training through News and PD Opportunities for Educators of ELLs. They will be provided with invitations to attend workshops. They will attend monthly workshops that will further develop their communication skills and advocacy towards ELL and Bilingual education. The teachers that do not have the Bilingual Extensions will be encouraged to pursue them. We recommend the Intensive Teacher Institute Program. Teachers will receive professional development from NYC DOE which provide the skills to scaffold instruction for the ELLs and on social cultural learning theory. In addition, teachers will deepen student understanding through a variety of instructional strategies and grouping configurations that will increase student participation and motivation in school.

PD Sessions Suggested: MFSC, Office of DELLS, Annual LOTE Conference, ASCD Conference, Online Video Series on Implementing ENL Strategies, Research Based Inquiry Team sessions (monthly), Danielson Framework PD Committee (Monday afternoons), and Individualized Danielson Framework Development for each teacher. This year we also suggesting to teachers to become member of ELL based organizations to participate in their PDs, such as NYSABE, ADASA, and ALAS, LATINO CAUCUS.

We have used part of our school budget to purchase PD sessions from four companies that will be helping our staff with the implementation of CASTLE LEARNING, STUDY ISLAND, NEWSELA, VOCABULARY.COM and GENIUS PLAZA.

2. 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 administration, Bilingual Coordinator and PD Team provide PD for all teachers twice a month for a duration of 80 minutes a month. A PD calendar is provided that allows for teacher choice based on specific topics:
- September: Contracts, student data and Danielson Framework
- October: Grading policy and progress reports
- November: Common assessments and Google-drive
- December: Transcript and Regents skills
- January: Attendance, programming and horizontal/vertical alignment
- February: Credit recovery and student work
- March: NYSESLAT and language acquisition
- April: Parental Involvement and Collaboration
- May: Scholarship data and unit plans
- June: Promotion and graduation; next steps and goals

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?
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The parents of ELL students are currently afforded the same parental involvement opportunities as our former ELL parents. The same involvement will be provided to immigrant parents; however, they will be called in for special services. Parents are contacted regularly and included in all Parent Association functions. We will continue to hold two major meetings per year, one in the Fall and the other during the Spring. In addition we will provide technology workshops for immigrant parents to introduce them to Pupilpath, NYS transcript/grades/regents system and to our school’s website. The meetings and workshops will be conducted by our Bilingual/ELL Coordinator, Parent Coordinator and our Bilingual Team. The school’s secretaries will also send out letters - in their appropriate languages - offering other workshops or information on school calendars, events, important test dates, exam preparation, after-school activities, cultural events, college readiness, parenting skills, adult education opportunities, family health care, housing issues, immigration issues and other significant topics. The school’s Parent Coordinator works closely with our Bilingual Coordinator on a monthly basis in the planning of the monthly events for the parents. The school is currently in the process of implementing software that will increase student performance in content classes and ENL instruction. There are four companies being accessed at the moment, as well as the professional development portions, Genius Plaza, Edmentum Study Island, NEWSESLA, and CASTLE LEARNING.

Parents are also invited to our open-house hours on the last Monday of the month from 2:45 to 3:10 p.m. to visit their child’s teachers. In addition, they are always invited to the Principal’s open-door policy office in Room 102; they can also email her at ydelaro@schools.nyc.gov and/or call her at 2129281202. Last but not least, parents have access to our school’s website ghls.nyc (coming soon) which provides them with contact information for all of their child’s teachers; and they have access to pupilpath.com which provides them with their child’s progress on a biweekly basis.

Workshop #1 Date: May 11th Saturday from 10:00 a.m. – 1:00 p.m. Title: Skedula
Workshop #2 Date: May 18th Saturday from 10:00 a.m. – 1:00 p.m. Title: Data Systems

November 20, 20178 (6 to 7 p.m.) - Bilingual Panel Introduction session for all parents/guardians (Yecenia Delarosa - Principal and Bilingual Coordinator & Bilingual Team)
December 18, 2018 (6 to 7 p.m.) - Parent Informational session for Online Rollbook System Pupil Path (Guidance Counselors & Principal) & Clubs presentation (APs)
January 22, 2019 (6 to 7 p.m.) - Parent Informational session for Credit Accumulation (Yeribel Lopez - Dept. of Guidance)
February 27, 2018 (6 to 7 p.m.) - SIFE Awareness - video presentation (Yecenia Delarosa - Principal and Bilingual Coordinator)
March 19, 2019 (6 to 7 p.m.) - Report Card Data Analysis (Mr. Tuero - History Teacher)
April 23, 2019 (6 to 7 p.m.) - Immigration informational session (CUNY representative)
May 21, 2019 (6 to 7 p.m.) - Bilingual Cohort Transition into next grade level (Guidance Counselors and Bilingual Coordinator)
June 18, 2019 (6 to 7 p.m.) - Bilingual Cohort Transition into College Presentation (Guidance Counselors and Bilingual Team)

*Also, this school year we have a Parent Coordinator, Daihana Saldana, that will be conducting the following workshops and presentation starting in December in Room 118 after school to parents:

1. Using Word!
2. Create an email.
3. How to download an APP onto your phone.
4. Cyberbullying
5. Immigration
6. Regents awareness
7. Children in temporary housing
8. Credit accumulation
9. Parents Role in the School CEP Goals and Quality Review Process
Our parent coordinator is also teaching ENL classes to our parents every Tuesday and Thursday from 6 p.m. to 8 p.m.

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.

Anything great to highlight/showcase our school

Gregorio Luperon for Science and Mathematics is a college preparatory high school that began as a means of serving the needs of immigrants and English Language Learners. All of the students in our ELL population speak Spanish as their first language.

Gregorio for Science and Math offers a full ninth through twelfth grade Bilingual Spanish Transitional Program. In addition, we are currently running a Freestanding ESL program for students that are commanding of the English language. We have 16 teachers that have ENL certifications and bilingual extensions. The Bilingual Spanish Transitional Program consists of a Bilingual Living Environment course, Bilingual Global History course and a Bilingual Math (algebra) course. There are 125 ELL students per grade. For the most part we have good statistical data like 72% graduation rate; however, some of the students are struggling and we are offering extra-support sessions before, after school and on Saturdays. Teachers are also using resources like Spanish content textbooks, assessments in both languages, software, glossaries and dictionaries for our students. Our students also receive one period of NLA services a day (215 min. a week) as well as ENL/English courses depending on their NYSESLAT scores. A student who scores in the Entering and Emerging levels will receive three periods of ENL a day or 645 minutes a week. The students in the expanding level will receive 2 periods of ENL a day or 430 minutes a week. The students in the transitioning and commanding levels will receive 1 period of ENL a day or 215 minutes a week, plus 1 period of English instruction a day or 215 minutes a week. We offer different types of ENL classes: double period reading and writing classes, single period grammar classes, literature and advance socratic seminar classes.

We offer academic intervention services to all ELLs and former-ELls before and after-school, and Saturdays. The small group instructions will take place one to two days a week before or after school for two hours sessions beginning Nov 1 thru June 12, 2019. The teachers will provide instruction that supports our ELL students in content area subjects to increase their performance in the NYS Regents examinations. Teachers will also provide instruction that supports their native language and their proficiency in the English language. Students will experience an extensive NYSESLAT workshop to increase their performance in the NYSESLAT. Some of these activities will be additionally supported through supplemental resources such as workbooks, dictionaries and NYSESLAT leveled workbooks. In addition our Bilingual students will have access to resources translated in Spanish. There is an open door policy in the library for any ELL student that needs services Monday thru Friday. Staff meetings during 0 period, and Parent Workshops will also take place here. Special workshops for our newcomers and SIFE students will also take place here.

We offer extra-support sessions:
Before School (7:15 a.m. - 8:00 a.m.): Test Preparation for Content Based Exams (Content teachers)
After School (4:00 p.m. - 6:00 p.m.): Literary Instruction to build Reading, Writing, Listening and Speaking Skills with formative assessments. Plus NYSESLAT preparation. (ENL teachers)
Saturday Academy (9:00 a.m. - 1:00 p.m.): Regents Instructional Sessions (all teachers)

ELL performance is measured by the success of our students in the Regents examinations during the school year in the following subject areas:
• ELA, Science, Mathematics, Global History and United States History Regents
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Yecenia Delarosa, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yecenia Delarosa</td>
<td>Principal</td>
<td></td>
<td>6/26/2018</td>
</tr>
<tr>
<td>Jaya Bharne</td>
<td>Assistant Principal</td>
<td></td>
<td>6/26/2018</td>
</tr>
<tr>
<td>Daihana Saldana</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/26/2018</td>
</tr>
<tr>
<td>Ambar Ventura</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/26/2018</td>
</tr>
<tr>
<td>Julian Sosa</td>
<td>Parent</td>
<td></td>
<td>06/26/2018</td>
</tr>
<tr>
<td>Jonas DeLeon/Math</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/26/2018</td>
</tr>
<tr>
<td>Deepak Kapoor/Science</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/26/2018</td>
</tr>
<tr>
<td>Saulio Tuero/SS</td>
<td>Coach</td>
<td></td>
<td>06/26/2018</td>
</tr>
<tr>
<td>Carisa Musialik/NLA</td>
<td>Coach</td>
<td></td>
<td>06/26/2018</td>
</tr>
<tr>
<td>Yeribel Lopez</td>
<td>School Counselor</td>
<td></td>
<td>06/26/2018</td>
</tr>
<tr>
<td>Donald Conyers</td>
<td>Superintendent</td>
<td></td>
<td>06/26/2018</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Mireya DeLaRosa</td>
<td>Other Assistant Principal</td>
<td></td>
<td>06/26/2018</td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other ____</td>
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<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambar</td>
<td>Ventura</td>
<td>Bilingual Coordinator</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
### Part A: Language

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of our students arrived from Spanish speaking nations. The preferred language is Spanish.</td>
<td>Spanish</td>
<td>98%</td>
<td>Spanish</td>
<td>98%</td>
</tr>
<tr>
<td>We serve students from 8th grade as well as newcomers</td>
<td>English</td>
<td>2%</td>
<td>English</td>
<td>2%</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A students' handbook is distributed in both languages. It contains the requirements needed for graduating from Luperon. It also outlines the course sequence for SIFE as well as for regular students.</td>
<td>September 2018</td>
<td>Our school's Bilingual Coordinator and Parent Coordinator are 100% bilingual. Both assist in the translation of documents. They also access already translated documents from Intranet DOE website in order to effectively communicate with parents.</td>
</tr>
<tr>
<td>We also produce a bilingual booklet (Spanish/English) for parent-teacher conferences.</td>
<td>4 times a year</td>
<td>Our school's Bilingual Coordinator and Parent Coordinator are 100% bilingual. Both assist in the translation of documents. They also access already translated documents from Intranet DOE website in order to effectively communicate with parents.</td>
</tr>
<tr>
<td>All letters and flyers are translated into Spanish.</td>
<td>Sept 2018 -June 2019</td>
<td>School Aides, Community Assistant, and NLA Teachers</td>
</tr>
</tbody>
</table>
Our staff is 90% bilingual and we are all available to translate for parents on-site. | Sept 2018 - June 2019 | Secretaries and general office staff

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
</table>
| As part of Chancellor Fariña's approach, we celebrated 4 parent-teacher conferences (although we are a multi-session school). | For the 2018-2019 year parents conference will be held on:  
- Thursday, September 27  
- Thursday/Friday November 8th & 9th  
- Thursday/Friday March 7th & 8th  
- Thursday, May 2nd | Our school’s Bilingual Coordinator & Parent Coordinator are 100% bilingual. In addition there are 12 bilingual certified teachers who are available to interpret for parents. In addition teachers are encourage to Dial 1-855-249-9103 or 1-800-231-0288 for over the phone interpretation services. |
| We organize focus group by grades, every month where guidance counselors discuss the students' progress or lack of with parents. | Sept 2018 - June 2019 | Our school’s guidance counselors are 100% bilingual. In addition there are 12 bilingual certified teachers who are available to interpret for parents. In addition teachers are encourage to Dial 1-855-249-9103 or 1-800-231-0288 for over the phone interpretation services. |
| We conduct two one-on-one meetings with our parents of ELL students | October 2018 & April 2019 | Our school’s Bilingual Coordinator & Parent Coordinator are 100% bilingual. In addition there are 12 bilingual certified teachers who are available to interpret for parents. In addition teachers are encourage to Dial 1-855-249-9103 or 1-800-231-0288 for over the phone interpretation services. |
| Principal Meetings | Sept 2018 - June 2019 | Our Principal is also bilingual. She has an open-door policy for the community. She will translate in addition to providing parents with the DOE translated versions of letters and information. |

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Our Bilingual Coordinator and the Parent Coordinator are fully bilingual. They are fluent in Spanish and English. As previously stated 100% of our population speaks Spanish, which allows the Bilingual Coordinator and Parent Coordinator to reach families in their preferred language in the event of an emergency.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

At the beginning of each school year, the staff at Gregorio Luperon is provided with a package containing DOE policies and regulations. Within this package, the staff is provided with a hard copy of the Chancellor’s Regulation A-663, as well as the link to the online regulation [http://schools.nyc.gov/NR/rdonlyres/B8A46703-0673-4914-8FEA-8383375265AD/0/A663.pdf](http://schools.nyc.gov/NR/rdonlyres/B8A46703-0673-4914-8FEA-8383375265AD/0/A663.pdf). The Bilingual Coordinator and Parent Coordinator attend the periodic trainings provided by the Office for Family Engagement and Advocacy Translation and Interpretation Unit and turnkey their learning to the rest of the staff. In addition, the school posts near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs in the covered languages, are obtained from [http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm](http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm). Finally, The Bilingual Coordinator assist teachers who need to communicate with parents in their own language. In the event that the Bilingual Coordinator is not available, teachers are provided with over the phone interpretation services number (1-855-249-9103 or 1-800-231-0288).

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Parents receive a handout at the beginning of every school year outlining their rights and privileges. We also provide them with a copy of NYC code of conduct and the Bill of Parent Rights and Responsibilities. In addition, the Bilingual Coordinator and Parent Coordinator use the Intranet DOE website to obtain translated Common letters to parents, such as school closure and exam notification letter in order to effectively communicate with parents.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The STL, PA leadership and the focus group are the essential instruments to gather parents’ input about the educational program and services that we offer to their son/daughter. We use this data to meet parents’ language needs. In addition, the Parent Coordinator conducts ENL classes for parents and the community. This school year we also hired a community assistant, which is also bilingual, and has contributed greatly to community collaborations.