



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RACHEL CARSON HIGH SCHOOL FOR COASTAL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K344

PRINCIPAL: EDWARD WILENSKY EMAIL: EWILENS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Edward Wilensky	*Principal or Designee	
Sean Nicholson	*UFT Chapter Leader or Designee	
Christine Schneider	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Samantha Stangarone Michele Schneider Casindia Barnabe	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Lisa Robbins	Member/Parent	
Abraham Furleiter	Member/ Assistant Principal	
David Migdal	Member/ PTA Vice President	
Stephen McNally	Member/ Teacher	
Harold Webb	Member/ UFT Delegate	
Dr. Merryl Kafka	Member/ SLT Associate	
Jeanette Stangarone	Member/ Parent	
Mahla Raslan	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012 we will increase the number of Freshman students that pass the Mathematics Regents in the Freshman year. Increase the number of students that pass their ELA Regents, so that they are on track for graduation by Junior year. The resulting performance index will increase by 1 % on both the mathematics and English Language Arts (ELA) Regents exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Our target population will be freshman students in mathematics and Junior students in English Language Arts. During the 2010-2011 school year, our Algebra Regents passing rate was 59.0 %. 11 students in the target cohort, 10.5 % scored an 80 or better. Our English Language Arts (ELA) Regents passing rate was 74.0 %, with our Junior cohort demonstrating 20 students with a score of 75 or better, equivalent to 37.0%. During the 2010-2011 school year we met our Annual yearly Progress (AYP) in ELA and Mathematics and were identified as a school in good standing. The implementation of this goal will most certainly be advantageous to all students as teachers utilize new strategies to insure that all students are meeting the State requirements of meeting AYP in both ELA and Mathematics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - A) To support our target groups, we will utilize Professional development through our network and Australian United States Services in Education (AUSSIE) consultants. We will also develop strategies of Differentiated Instructional practices to assist our teachers. Teachers will also develop, administer and evaluate baseline assessments. Teachers will also provide formative and summative assessments to monitor student progress and adjust instructional practices as appropriate.
 - B) Teacher *Inquiry Teams* composed of grade level and subject level staff will provide remediation, assessments and evaluations based on student reading and mathematics levels as noted on Middle School Mathematics scores and student credit accumulation in ELA courses.
 - C) Teacher teams will develop the assessments, along with support from school administrators and our Australian United States Services in Education (AUSSIE) consultants. Teams will jointly evaluate student's progress and develop remediation strategies.
 - D) These strategies have already been discussed and implementation will begin during the first semester. Progress and ongoing evaluations will be reviewed at the mid-year and end of year semester as well as January and June Regents exam results.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will continue to use our parental involvement strategies noted in our Parental Involvement Policy (PIP). Additionally, we will also include the following strategies:

providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A
 - how to monitor their child's progress and
 - how to work with educators.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We will provide New Teacher mentoring through individually assigned mentors. We will provide assistance to teachers with funding towards their course work through Title I 5.0 % set-aside for Highly Qualified teachers. We will also recruit those individuals who are licensed and fully certified to teach their designated courses.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We utilize several resources to support our students. These include the Attendance Intervention and Drop Out Prevention (AIDP) program through the United Way. Our attendance teacher visits the homes of non-attending students and outreach is also conducted by selected city and State agencies. We also conduct anti-bullying assemblies aimed at informing students of the dangers of physical and electronic media bullying.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September 2011 – June 2012.

Selected teachers will be providing per session tutoring one day per week, after-school and on Saturday's. This will include ELA, Mathematics and

ESL teachers as well as content staff. Funding will be allocated through Title I School Wide Program (SWP), Tax Levy Fair Student Funding, Title III LEP, Title III Immigrant Funds.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, all teachers will improve their familiarity with and implement the DOE selected components of the *Danielson Framework* as noted by short and frequent informal observations.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
In order to increase teacher effectiveness and student's comprehension, we will implement strategies which have been identified as rigorous rubrics for improving student academic success. We will insure that there is academic rigor and vigor in classrooms as well as Standards-based lessons that are uniquely suited to meet the academic exceptions which lead to college and career readiness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - A) Students require structured lessons rooted in the Standards and delivered in a cogent and interactive manner. We will insure that our staff uses the Danielson model to provide the components of a good lesson; Instructional Planning and delivery, Preparation, Engagement, Effective feedback and maintaining professional responsibilities.
 - B) All teachers will be involved in the use of the Danielson model. We will use the resources and professional development of our network as well as our AUSSIE consultants.
 - C) Our teachers and especially, our lead teachers have attended summer sessions to plan for this strategic implantation. Additionally, teacher teams in the building will assist each other in implementing these strategies. Our administrative staff will

- monitor teacher progress and provide timely feedback to assist in development of appropriate techniques.
- D) We have already begun the implementation of these strategies and have conducted brief classroom visits. These visits will continue throughout the school year as we develop the capacity of our teaching staff at fully implementing the Danielson Model.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- We will provide assistance to parents in understanding City, State and Federal standards and assessments. We will also share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing appropriate textbooks in other languages for parental assistance in completion of homework assignments and projects. Providing content area textbooks in native languages as requested.

Strategies for attracting Highly Qualified Teachers (HQT)

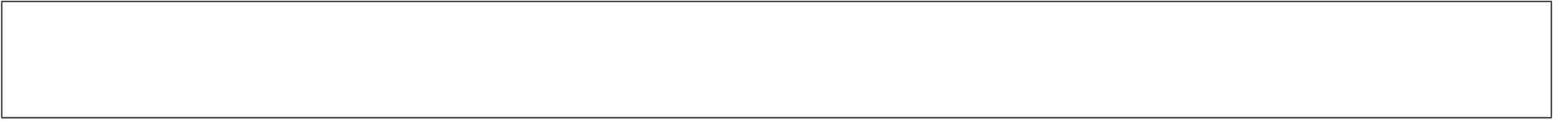
- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- We will provide New Teacher mentoring through individually assigned mentors. We will provide assistance to teachers with funding towards their course work through Title I 5.0 % set-aside for Highly Qualified teachers. We will also recruit those individuals who are licensed and fully certified to teach their designated courses.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- We utilize several resources to support our students. These include the Attendance Intervention and Drop Out Prevention (AIDP) program through the United Way. Our attendance teacher visits the homes of non-attending students and outreach is also conducted by selected city and State agencies. We also conduct anti-bullying assemblies aimed at informing students of the dangers of physical and electronic media bullying. We also provide universal free meals to our students to insure that they are well prepared for their daily instructional lessons.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September 2011 – June 2012. We provide Per-session funding for coverage to facilitate additional class inter-visitations. We will provide professional development in school and through our *AUSSIE* consultants. These activities will be funded through the following sources; Title I SWP, Title III LEP, Title III Immigrant ARRA RTTT, City-wide instructional expectations ARRA RTTT Data Specialist. We will also purchase professional development materials to support increased instructional effectiveness using Title I SWP and Tax Levy Funds.



ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June of 2012, 90.0 % of all teachers will demonstrate that their lessons are linked to the Common Core Learning Standards as evidenced by administrators' observations of taught lessons.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Although we did achieve AYP in both ELA and mathematics during the 2010-2011 school year, it is most important to insure that a greater percentage of our students pass and score at a higher level on State assessments. This increase in assessment success will insure student success in college and on SAT exams. At this time, our students did not fare as well as we had hoped on the SAT exams, however, in implementing the Common Core Learning Standards, we anticipate that this strategy will carry across all grades and lead to a more well prepared class for all assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - A) We will review disaggregated data of student cohorts, including, ESL, Special Education, Lowest third and general Education populations to review credit and exam completion rates to identify and provide assistance to those students in need of remediation.
 - B) School administrators, with the support of *AUSSIE* consultants, will assist the Mathematics and ELA freshman teachers in developing and implementing a Literacy and Mathematics task(s) that is linked to the New Common Core Learning Standards.
 - C) All teachers will be asked to implement the reading and mathematics strategies in their courses to insure ongoing reinforcement of the learned ELA and mathematics strategies. We will provide support through administrator led professional development as well as by our network and *AUSSIE* consultants.
 - D) Lead teachers as well as content teachers were invited and participated in the development of the units of study which include our target tasks. These teachers will insure that there is appropriate monitoring of student progress as a result of the new initiatives.
 - E) We have already started developing the units of study and have begun the process of identifying a task in ELA and mathematics which will be the underpinning of our focus for the year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. We will also be sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principal and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by conducting appropriate professional development workshops involving the parents and the school district.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will provide New Teacher mentoring through individually assigned mentors. We will provide assistance to teachers with funding towards their course work through Title I 5.0 % set-aside for Highly Qualified teachers. We will also recruit those individuals who are licensed and fully certified to teach their designated courses.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We utilize several resources to support our students. These include the Attendance Intervention and Drop Out Prevention (AIDP) program through the United Way. Our attendance teacher visits the homes of non-attending students and outreach is also conducted by selected city and State agencies. We provide credit make-up opportunities during and after-school through our online PLATO credit recovery program.

We also offer credit courses after school through our YWCA partnership.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September 2011 – June 2012.

We provide Per-session funding for coverage to facilitate additional class inter-visitations through Fair Student Funding (FSF), ARRA RTTT City-wide instructional expectations. We will also provide funding for differentiated professional development during the school day. Instructional support provided by our *AUSSIE* consultants and school administrators.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, The English Language Learners (ELL) student subgroup will meet Adequate Yearly Progress (AYP) in English Language Arts (ELA) as measured by their performance on New York State Standardized assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

During the 2010-2011 school year, our ELL students passed the ELA Regents at a rate of 53.0 %, 8 students. In order to improve our graduation rates and maintain our status of Good Standing, we need to insure that our most at-risk group, our ELL students receive extended remediation in order to meet State Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - A) We will provide additional Professional Development for our ESL teachers as well as all our teachers in developing strategies designed to improve language acquisition skills for ELL students.
 - B) Our ESL staff and all teachers will implement strategies to facilitate student engagement and comprehension of language as denoted through the Danielson Framework model.
 - C) Teachers will utilize the *Danielson Framework* to develop appropriate and ongoing strategies to provide academic support to our target group with assistance from administrators and AUSSIE consultants.
 - D) Our ESL teachers and all staff were included in the development of strategies that will be used to develop student skills in ELA.
 - E) The process has already started and professional development has been initiated through our AUSSIE consultants and our network. We will continue the initiative and conduct regular assessments to monitor student progress and modify activities as necessary.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will endeavor to create and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their

child's progress. We will provide assistance to parents in understanding City, State and Federal standards and assessments. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title III participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language which parents can understand. We send information related to school programs and activities in multiple languages as necessary. We provide translational services at our school related events when requested

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We will provide New Teacher mentoring through individually assigned mentors. We will provide assistance to teachers with funding towards their course work through Title I 5.0 % set-aside for Highly Qualified teachers. We will also recruit those individuals who are licensed and fully certified to teach their designated courses.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We provide universal meals to our students. We monitor students in temporary housing. We also provide peer mediation to prevent inappropriate behaviors. We also insure that at-risk students receive remediation and opportunities for credit recovery through our PLATO program to insure on track progress towards graduation.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September 2011 – June 2012. Teaching staff will be provided with per-session hours to provide tutoring and credit recovery. Teachers will conduct after-school tutoring sessions as well as on Saturday's, under the direction of school supervisors. Supervisory staff will be provided with per session hours utilizing tax levy funds. Funding sources are Title III LEP and Title III Immigrant allocations. Funding will also be set aside for consumable instructional materials.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Using our system of parental outreach and engagement developed during the 2010-2011 school year, during the 2011-2012 school year, we will increase parent involvement by an additional 10.0%, as measured by an increase in attendance at Parent-Teacher Conferences.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Research indicates parental involvement increases student achievement.

Our 2010-2011 analysis of data indicates;

- 52.0% of our parents responded to our *School Environment Survey*
- 46.0% of our parents attend open-school conferences.

These statistics indicate a need for more parental involvement in the child's academic achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

A) We have noted that a viable school community is made stronger as parental involvement increases. We have noted that as we reach out to parents more frequently, student progress improves as well as attendance. We also provide written materials in translated languages as available through the Translation Unit

B) School administration will take the lead on this initiative. An integral person to this activity is our parent coordinator. Additionally, we will enlist the support of our PTA leadership to facilitate parental participation. Teachers will also contact parents to facilitate their active participation in their child's education.

C) Teachers assist in parental contacts and work closely with our parent coordinator to insure ongoing communication.

D) This process of parental outreach is an ongoing process and began at the start of the school year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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

We assist parents by sharing information about school and parent related programs through mailings, phone calls, back-packed flyers, meetings and other activities in a format, and in languages which are available through the translation unit and which parents can understand. We also schedule PTA evening meetings and on Saturday's to encourage greater attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will provide New Teacher mentoring through individually assigned mentors. We will provide assistance to teachers with funding towards their course work through Title I 5.0 % set-aside for Highly Qualified teachers. We will also recruit those individuals who are licensed and fully certified to teach their designated courses.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We provide universal meals to our students. We monitor students in temporary housing. We also provide peer mediation to prevent inappropriate behaviors. We also insure that at-risk students receive remediation and opportunities for credit recovery through our PLATO program to insure on track progress towards graduation.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September 2011 – June 2012.

Teaching staff will be provided with per-session hours to provide tutoring and credit recovery to support our students. In order to provide parents with the most updated information regarding their child, we will continually communicate with the homes of all students. Our Parent Coordinator, as well as staff members will conduct outreach to insure that parents are apprised of the promotional requirements and needs of their child. Funding for these activities will be supported by Title I SWP, Tax Levy Parent Coordinator, Title I Translation SWP, Tax levy Translation services.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	52	53	15	15	13	2	N/A	0
10	8	12	39	15	12	0	N/A	2
11	15	10	10	33	9	0	N/A	0
12	27	5	5	5	4	0	N/A	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group instruction, tutoring; including one-to-one services are provided before and after school, including Saturday and during professional C6 assignments. Reading and writing skills are reinforced during these sessions through project-based activities such as poetry and report writing in order to prepare for classroom presentations. Additionally, to assist struggling students, we provide tutoring during lunch periods by ELA teachers. Those students at greatest risk have been scheduled for a double period of ELA classes. Students who are the most challenged, those with special needs are provided with additional remediation in either Collaborative Team Teaching (CTT) or Special Education Teacher Support Services (SETSS) Resource Room classes. Credit courses offered through the YWCA.
Mathematics	Small group instruction, tutoring, including one-to-one services are provided before and after school, including Saturday and during professional C6 assignments. Infusion of technology utilizing graphic calculators is also stressed during these AIS sessions. Additional remediation is provided through the placement of at-risk students in a double-period of Integrated Algebra. Students who are the most challenged, those with special needs are provided with additional remediation in either CTT or (SETSS) Resource Room classes. Credit courses offered through the YWCA.
Science	Small group instruction, tutoring, including one-to-one services are provided before and after school, including Saturday and during professional C6 assignments. Hands-on laboratory activities stressing scientific research and the principles of science and the scientific method to help students in the improvement of academic performance. Students who are struggling receive tutoring during the day by their respective science teachers during lunch periods and after-school as well as Saturday school.
Social Studies	Small group instruction, tutoring, including one-to-one services is provided before and after school, including Saturday and during professional C6 assignments. Students participate in internet based research projects utilizing individualized instruction and computers or laptops in classrooms to improve academic performance.
At-risk Services provided by the Guidance Counselor	One-to-one and group counseling services are provided to students during school, after school and on Saturdays. Guidance counselors meet with the instructional staff to provide strategies for the individual needs of at risk students. Guidance counselors continually consult with the parents of at risk students. One dedicated guidance counselor is assigned for Special Education students. Guidance counselors also provide peer mediation and student behavioral support.

<p>At-risk Services provided by the School Psychologist</p>	<p>School Psychologist reviews and evaluates the IEP's of at-risk students. The Psychologist also tests students to determine the services to be provided. The psychologist also assists in conducting Manifestation Determination Reviews (MDR) sessions for students facing violations of school discipline codes. The psychologist is in school one day per week and appointments are scheduled accordingly.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>We do not have a regularly assigned Social Worker. We receive services on an as-needed basis.</p>
<p>At-risk Health-related Services</p>	<p>Community based health resources and HIV prevention lessons are provided to students during the school day, in physical education and health classes.. Access to school based condom availability program, STD awareness and prevention literature are provided to students by designated staff members.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our 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 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 schools 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 our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

THE NEW YORK CITY DEPARTMENT OF EDUCATION

Dennis M. Walcott, Chancellor

Edward A. Wilensky- Principal

Abraham Furleiter – Assistant Principal

Michael Calise-Assistant Principal

RACHEL CARSON HIGH SCHOOL OF COASTAL STUDIES

521 West Avenue, Brooklyn, NY. 11224

Tel. 718-265-0329 Fax: 718-372-2514

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

The Rachel Carson High School for Coastal Studies agrees to implement the following statutory requirements:

- Rachel Carson High School will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, our school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- Rachel Carson High School will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- We will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including the following:

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*

- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **Rachel Carson High School for Coastal Studies** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
Set-up a Title I school parental involvement committee to develop our plan in a joint manner based upon our district's parental involvement plan.
2. **Rachel Carson High School for Coastal Studies** will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
Parents will be provided with school progress reports, school Quality Review reports to assess delivery of services and formulate an improvement plan as necessary.
3. **Rachel Carson High School for Coastal Studies** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: English As a Second Language (ESL) by:
Providing parents with informational memos and school reports in parental native languages upon request. Oral services are also provided as necessary.
4. **Rachel Carson High School for Coastal Studies** will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. **Rachel Carson High School for Coastal Studies** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents

and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school administration and staff will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, and by undertaking the action described in this paragraph –
 - Understanding the State’s academic content standards;
 - Recognizing State’s student academic achievement standards;
 - Understanding the State’s and local academic assessments including alternate assessments;
 - Familiarization with the requirements of Title I, Part A
 - Providing tutorials in how to monitor their child’s progress and
 - Providing a framework of the correct course of action to utilize when interacting and collaborating with educators.

- Our school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
We will provide appropriate textbooks in other languages for parental assistance in completion of homework assignments and projects. Providing content area textbooks in native languages as requested when available.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
By conducting appropriate professional development workshops involving the parents and the school district.

- We will provide support to parents that in more fully participating in the education of their children by:
We will insure timely notification to parents utilizing appropriate languages describing ancillary materials that are available for their use in providing additional mentoring at home.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language which parents can understand:
We send information related to school programs and activities in multiple languages as necessary. We provide translational services at our school related events when requested.

**Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY
COMPONENTS INCLUDE**

- We will work to more fully involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- We will provide the necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- We will provide training to parents to enhance the involvement of other parents.
- We will arrange schedules in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school.
- We will work with our SLT and PTA at adopting and implementing model approaches to improving parental involvement;
- We will encourage our parents to participate in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- We will continually develop appropriate roles for community-based involvement activities; and

providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may

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SCHOOL PARENTAL INVOLVEMENT POLICY

PART IV ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part

A programs, as evidenced by the SLT and PTA of Rachel Carson High School for Coastal Studies.

This policy was adopted by the **Rachel Carson High School for Coastal Studies** on **10/20/2011** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 20, 2012.

(Signature of Principal)

November _____, 7,

2011_____

(Date)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/ Jayne Godlew	District 21	Borough Brooklyn	School Number 344
School Name Rachel Carson High School for Coastal St			

B. Language Allocation Policy Team Composition [?](#)

Principal Edward Wilensky	Assistant Principal Abraham Furleiter
Coach type here	Coach type here
ESL Teacher Emanuela Preda	Guidance Counselor Adam Gold
Teacher/Subject Area Anamaria Horvath/ESL Teacher	Parent Christine Schneider
Teacher/Subject Area Stephen McNally/ELA Teacher	Parent Coordinator Deidra Johnson
Related Service Provider type here	Other type here
Network Leader Jayne Godlewski	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	495	Total Number of ELLs	61	ELLs as share of total student population (%)	12.32%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. Students who are newcomers to the school and have not attended public schools are first assessed through a discussion with parents and student. The parents complete the Home Language Identification Survey. Our ESL licensed teachers, Ms. Horvath and Ms. Preda, both of whom are licensed as ESL teachers assist in administering the LAB-R. Mr. Furleiter, Assistant Principal, also reviews the Home Language Surveys. The Home Language Surveys are provided in all available languages. Translation services are provided by in-house staff, and when necessary, we use the DOE Translation and Interpretation unit for assistance as well as outside vendors. Based on the responses, such as another language spoken at home, the LAB-R is given and reviewed. Students are then placed in the appropriate ESL setting and the exams sent out to the ISC for final grading and data entry. This process is undertaken within the first ten days that a student is in attendance at the school. Initial screenings and LAB-R are conducted by our ESL teachers who are fully licensed for this activity. Additionally, all ELL's are scheduled to take the annual NYSESLAT exam when administered. LAB-R exams are administered during the first 10 days of student enrollement. When appropriate, the Spanish LAB-R is administered. The Spanish version is used after an interview with the parent and identification of Spanish as the home language.

During the school year, we identify all students who are entitled for the NYSESLAT exam using the ATS report, RLAT. This report identifies each student entitled to be tested and their NYSESLAT and LAB-R exam history. Ms. Horvath and Ms. Preda, our ESL licensed teachers as well as Mr. Furleiter, Assistant Principal review this report as we prepare to order the requisite number of NYSESLAT exams. All students identified as eligible for the NYSESLAT exam are invited to take the exam.

The Speaking portion of the exam is administered individually to each student by Ms. Horvath and Ms. Preda, our ESL licensed teachers in a dedicated room. The Listening, Reading and Writing portions of the exam are administered to students in a designated classroom which has been dedicated for this task.

2. Parents of identified ELL students are invited for an evening meeting at school with our ESL licensed teachers, Ms. Preda and Ms. Horvath. The invitations are sent in native languages and translation services are offered during the meetings. Video presentations are provided in native languages as necessary. Parents are informed of their choices in placement in our ESL program or alternatives programs available at other schools. We only offer the self-contained ESL model.

We do not plan at this time to offer Transitional Bilingual Education or Dual Language programs. To date, parents have not chosen TBE or Bilingual education. Should we receive requests from twenty parents who all speak the same language for the TBE or Dual Language program; we would then contact all parents who have noted that they speak that language and advise them of the availability of these programs for their children. Parents expressing a desire to place their child in this program will be accommodated.

3. Parent Surveys are distributed during the ESL orientation for parents. Program selection forms are completed at the meeting, with available translated versions provided. Translators are provided as necessary.

Records of parent selection forms and Home Language Surveys are kept on file by the ESL licensed teachers; an additional copy is placed in the student's cumulative record folder. Entitlement letters reflecting student current placement are sent home in a mailing and copies are kept on file.

4. Based on the LAB-R assessment, students are identified as to their appropriate placement level. Parents are advised of this placement level at the ESL parent orientation. Translated documents are used as available. Translators are provided when requested through our own staff or through the Translation unit. Parents are advised of the three instructional models and those which are available at our school. We currently only offer ESL, self-contained. Should a parent request a bilingual program or dual language program, we would need to have twenty students speaking the same language. Currently, we do not have sufficient numbers of students speaking the same language to offer these alternative programs. As a result, parents will be assisted in finding a different school which offers these programs should they desire.

5. This school year, thus far, we had one new admission to our ESL program. The parent was informed with an entitlement letter and attended the orientation meeting. This parent requested the ESL self-contained setting. Parents are always notified of their option to send their child to a different school which will provide other than ESL settings. At this time, all parents are satisfied with our ESL model and do not wish to transfer their children to a Bilingual or Dual language program. Parents are satisfied with the instruction their children receive and are also eager to have their child remain in our small school setting.

6. In our school we do not have twenty or more students who are ELL's and speak the same language. Parents of our ESL students have all opted for the ESL self-contained model. We don't anticipate a sufficient number of new ESL students in any specific language at this time. Therefore, the self-contained model which parents have opted for will continue as the format that we provide. We do have two ESL licensed teachers to insure that our students receive appropriate ESL instruction.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained										3	3	3	2	11
Push-In														0
Total	0	3	3	3	2	11								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	5
SIFE	5	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	11

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	35	2	1	15	2	0	11	1	4	61
Total	35	2	1	15	2	0	11	1	4	61

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	3	3	1	11
Chinese										0	1	0	3	4
Russian										0	7	3	2	12
Bengali										0	1	0	2	3
Urdu										5	3	2	3	13
Arabic										0	1	0	1	2
Haitian										1	0	0	0	1
French										0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean										0	1	0	0	1
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	1	1	2
Other										3	0	6	3	12
TOTAL	0	13	17	15	16	61								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

ESL instruction is provided by both of our ESL licensed teachers utilizing differentiated instructional models. This is a self-contained model where students receive the requisite minutes of instruction on a daily basis in separate classrooms. The student populations in the ESL classes are block programmed and are homogeneous in levels. Beginner and Intermediate students do not take any ELA courses; however, they are scheduled for content classes such as Mathematics, Science, and History, as well as art and physical education. Advanced level students are assigned an ESL class and also one ELA class.

2. a) All students are provided with the mandated number of minutes as required based on their proficiency levels. Students receive services at the following interval:

Beginner: 675 minutes per week ESL instruction, no ELA instruction

Intermediate: 450 minutes per week ESL instruction, no ELA instruction

Advanced: 225 minutes per week ESL instruction. Advanced: ELA instruction of 225 minutes per week.

Both of our ESL teachers are fully licensed to provide the required instruction. ESL instruction is only provided by our ESL Licensed

A. Programming and Scheduling Information

teachers.

We insure that ESL students are receiving the appropriate minutes of instruction by reviewing proficiency levels, programming schedules and dedicating two licensed ESL teachers who are solely the ESL instructors.

3. Content materials, vocabulary, terminology and concepts are reviewed as an adjunct in the ESL classes. Subject teachers meet with the ESL staff and provide them with copies of their subject materials which are then reviewed with ESL students in the ESL classes to assist with class work and homework. All instruction takes place in English, with students using dictionaries, visual aids, graphic organizers, glossaries and electronic translators as necessary. Additionally, we also use the Achieve 3000 computer online program, as well as netbooks and online dictionaries to provide native language support.

4. When ELL students first arrive at our school, we conduct an interview with the parent and child.

We identify a staff member to assist in translation as necessary. We contact the interpretation unit when required for languages not easily translated. Once we have identified the child's language, we then administer the LAB-R in either English or Spanish as appropriate. To insure student success in content classes, we provide dictionaries, glossaries to assist on assessments through the use of native language skills. We also insure that we have sufficient copies of exams in all available languages when administering State assessments, including Regents exams. We also provide glossaries during those exams as well as dictionaries.

5. Class work is differentiated based on student skill levels and review of ARIS and HSST data by the ESL teachers. The ESL staff uses Bloom's Taxonomy to guide them in preparing higher order thinking questions and strategies. Additionally, teachers utilize group strategies in which higher achieving students assist those in need when they speak the same native language.

a) SIFE students receive the appropriate ESL classes. In addition, students are identified to all subject teachers to insure that they receive additional remediation in their content classes.

SIFE students are also encouraged to attend tutorials during after-school tutoring and at our Saturday academy.

Teachers also provide tutoring during student lunch periods.

b) Newcomer students receive the appropriate number of minutes of instruction daily. We also offer those students after-school and Saturday school tutorial assistance. We are also developing a pull-out model for at-risk students to provide additional tutoring during the school day.

c) Those students who are receiving services for 4-6 years are provided with instructional help by the ESL and ELA staff. Additionally, these students receive additional help in subject class assessment preparation and NYSESLAT preparation.

d) Long-term ELL students are provided with support in subject class content and as well as intensive ELA tutoring. Students are offered tutoring by subject teachers in all content areas.

6. Special Needs students receive assistance through the intervention of the ESL teachers as well as the Special Education staff. The Special Needs students also receive counseling from a guidance counselor as indicated on their IEP's. This target group of students is also mentored to attend Saturday school for additional tutoring by all teachers. Differentiated instruction, extended time on assessments, accommodations, scaffolding, using one-to-one tutoring. We also use science as well as reading and writing strategies to assist our students with disabilities. ESL teachers continually review the IEP's and consult with the Special Education teachers to insure that students are receiving the appropriate accommodations.

We also insure that CTT students who are also ELL's receive the appropriate support in the subject classes. Visual aids, extra hand-outs, modified assignments and assessments, extended time are also afforded to the ESL/SWD students. All relevant texts in content classes are provided for our ESL/SWD students. We also use technology in content classes in the form of Smartboards, in class computers, and laptops to facilitate student comprehension.

Our Special Education coordinator, Ms. Buchhalter, Special Education guidance counselor, Mr. Gold, and Mr. Furleiter, Assistant Principal review student IEP's to insure that all mandated services are provided

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 35
75%	
50%	
25%	

A. Programming and Scheduling Information

To further assist ESS/SWD students, we modify our instruction based upon the short-term and long-term goals as noted on the IEP's. Goals are reviewed to insure student ongoing progress. Appropriate level texts are provided as needed.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. All subject teachers are aware of the ELL students in their classes through the distribution of the names, grades and levels of all ELL students. The subject teachers provide additional assistance thorough development of reading and writing skills in the content areas. Accommodations during assessments are provided as per the required regulations for those students that require those accommodations, including students that had tested as proficient on the NYSESLAT exam.

We target all ELL subgroups, but most particularly, we endeavor to assist those students who will be taking the ELA Regents in their unique cohort as a prerequisite to graduation.

Interventions are offered in English, however, some teachers who are proficient in a native language offer additional translation help as needed.

All interventions are offered in English, with translations available as needed. Our Advanced students are scheduled for one ELA class per day. In this class students use dictionaries and glossaries to assist them as they develop their skills. Our Intermediate and Beginner students are not in ELA classes, only ESL classes. They receive support in their content classes, such as mathematics, history and science by teachers who are aware of their unique levels. Our ESL teachers meet with content teachers to assist them in developing ELL strategies to support student skills. All ESL students have the use of net books for translation purposes. All ESL students are enrolled in content classes. Native language is used when students are paired with peer tutors that speak their language. In some subjects, we have teachers that speak the student's native language. In these cases, support is provided both in English and native language. Our ESL students are progressing well in their content classes as a direct result of the support provided.

9. Those ELL students who have tested as proficient on the NYSESLAT continue to receive support from all teachers as they prepare to complete their Regents exam requirements. Tutoring is offered as needed after school and on Saturday's. Extended time is also provided on assessments as required.

10. We will continue to use the PLATO online credit recovery program as a remediation tool. We have also instituted the use of the Achieve 3000 tutorial program as well to enhance student English language development. We have purchased notebook computers and the Rosetta Stone language development software. These tools are an adjunct to the classwork and greatly supports our ELL students.

11. We do not plan to discontinue any programs.

12. All ELL students have equal access to all school programs and activities. Our ELL students are active in the Student Council, Fundraising activities, movie nights, dances and after-school tutoring. All ELL's are also an intgral part of the school and attend trips. An Additional benefit that we derive from our ELL's is unique cultures displayed during our multicultural celebrations. Our programs include after-school tutoring by content and ESL teachers. We also have a basketball club that meets twice a week. Teachers developed a singing club, fashion show, talent show, all of which are open to our ELL students. A large number of ELL students participate in these activities. All students, including ELL students are invited to Saturday tutoring, with a large percentage of ELL's taking advantage of this remediation. Our ELL students are an integral part of the school. Notices for after-school and Saturday school events are advertised in various languages and our peer mentors remind our ELL students of these opportunities.

13. Instructional support for ELL students is provided in the ESL classroom through the use of SmartBoards, Video tapes, laptops, dictionaries and selected texts and readers. The same materials are also used in subject class in order to further facilitate subject

B. Programming and Scheduling Information--Continued

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Our programs include after-school tutoring by content and ESL teachers. We also have a basketball club that meets twice a week. Teachers developed a singing club, fashion show, talent show, all of which are open to our ELL students. A large number of ELL students participate in these activities. All students, including ELL students are invited to Saturday tutoring, with a large percentage of ELL's taking advantage of this remediation. Our ELL students are an integral part of the school. Notices for after-school and Saturday school events are advertised in various languages and our peer mentors remind our ELL students of these opportunities.

13. Instructional support for ELL students is provided in the ESL classroom through the use of SmartBoards, Video tapes, laptops, dictionaries and selected texts and readers. The same materials are also used in subject class in order to further facilitate subject comprehension of our ELL students. Our ELL students are also taught in the library at selected times to afford greater access to our computers and internet resources.

B. Programming and Scheduling Information--Continued

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We also supply our ELL students with native language glossaries to aid in translating class readings and writings. We have an extensive

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

NOT APPLICABLE

Science:	0		0	0
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D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. All teachers of ELL students are notified of the language level of ELL students in their classes. We provide support to these teachers in the form of professional development by our ESL teachers and by our consultants.
Our ESL teachers meet routinely with various departments during their departmental meetings. At that time, the ESL teachers provide strategies in language acquisition development. Our ESL teachers have provided and continue to provide professional development at faculty conferences as well. Some of the topics covered are the use of extended time for ELL students. Instruction is provided in the use of glossaries, activating prior knowledge and the benefits of visuals for those learning a new language. All staff, including our principal and assistant principals attend the professional development sessions. The scheduled professional development dates at this time are November 8, 2011, January 11, 2012, and February 8, 2012.
2. To assist our incoming freshman students, including ELL, we offer an introduction to high school course to help students become familiarized with high school expectations. We also endeavor to find a peer mentor for them to help them adjust to their new learning environment.
3. All required staff receive their training hours by our in-house ESL teachers and AUSSIE consultants. All staff members are acutely aware of the needs of our ELL population. Our professional development is provided by our ESL staff and consultants to facilitate the tasks of modifying content for understanding of our ELL students. Our trainings take place at department meetings and at faculty conferences. We maintain agendas, sign-in rosters and minutes of meetings. Copies are kept in the general office of the school. Topics for discussion include differentiated instruction, language acquisition strategies, and the technique of activating prior knowledge. .

E. Parental Involvement

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

Paste response to questions 1-4 here

Parents are involved and supported through a variety of workshops, parent orientations, and meetings. Conferences with parents and parental contacts are ongoing. These include translational services and involvement of parents in their children's education.

1. Conferences are held at the beginning of the school year with parents of newly admitted students. During these conferences, parents are appraised of the services and programs offered at the school. Additionally, parents are offered the opportunity to accept or reject the ESL model versus a bi-lingual program.

Notices regarding open-school conferences, graduation requirements and notices of meetings are translated into all languages which are available at the Translation Unit. Additionally, all foreign transcripts are also submitted to the Translation unit for translation and use by the guidance staff in accurate programming student course work.

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Notices regarding open-school conferences, graduation requirements and notices of meetings are translated into all languages which are available at the Translation Unit. Additionally, all foreign transcripts are also submitted to the Translation unit for translation and use by the guidance staff in accurate programming student course work.

Parental involvement is facilitated through the translated materials sent home and the translation services available for visiting parents. These are especially significant when we conduct of Parent-Teacher conferences. All parents are offered translation services as need. Parents are asked to meet with our ESL teachers who provide strategies to support their children's academic progress. We provide translated materials to parents as needed. We also have staff members that are available to translate for some languages, when necessary; we have access to telephone translation services. We provide translated letters for parent-teacher conferences and have access to translators when parents visit the school for conferences or other reasons. Parents have also been invited to attend city-wide conferences describing services and support which is available to ESL students and parents.

2. We continually research the availability of services which may be available through CBO's to assist in furthering parental involvement. We utilize the services of our AIDP (Attendance Intervention and Dropout Prevention) provider through the YWCA to engage parents as needed.

Parent needs are identified through discussions and the use of translators in the school and over the phone. We endeavor to engage parents in their children's education and encourage attendance at our monthly PTA meetings.

Parents are invited to meet during the initial intake of ELL students. Additionally, parents are also encouraged to participate in school events through letter and translated phone messages.

3. We continually conference with parents of ELL students as they visit the school. We always ask parents to describe any concerns that they may have and try to remedy their concerns. We discuss with the guidance staff and ESL teachers any unique needs that parents may have. We assist with transcript and report card reviews and translations to insure that students are on track toward graduation.

Our Parent Coordinator is in regular contact with all parents. We maintain a file of parental contacts as well as email addresses of many parents. Translation services and translations of materials are always provided when requested through our staff or the translation unit. . Parents are also provided with login passwords to view their child's progress on our in-house data system, Skedula. Parents are also provided with login information to view their child's progress in ARIS through ARIS Parent Link.

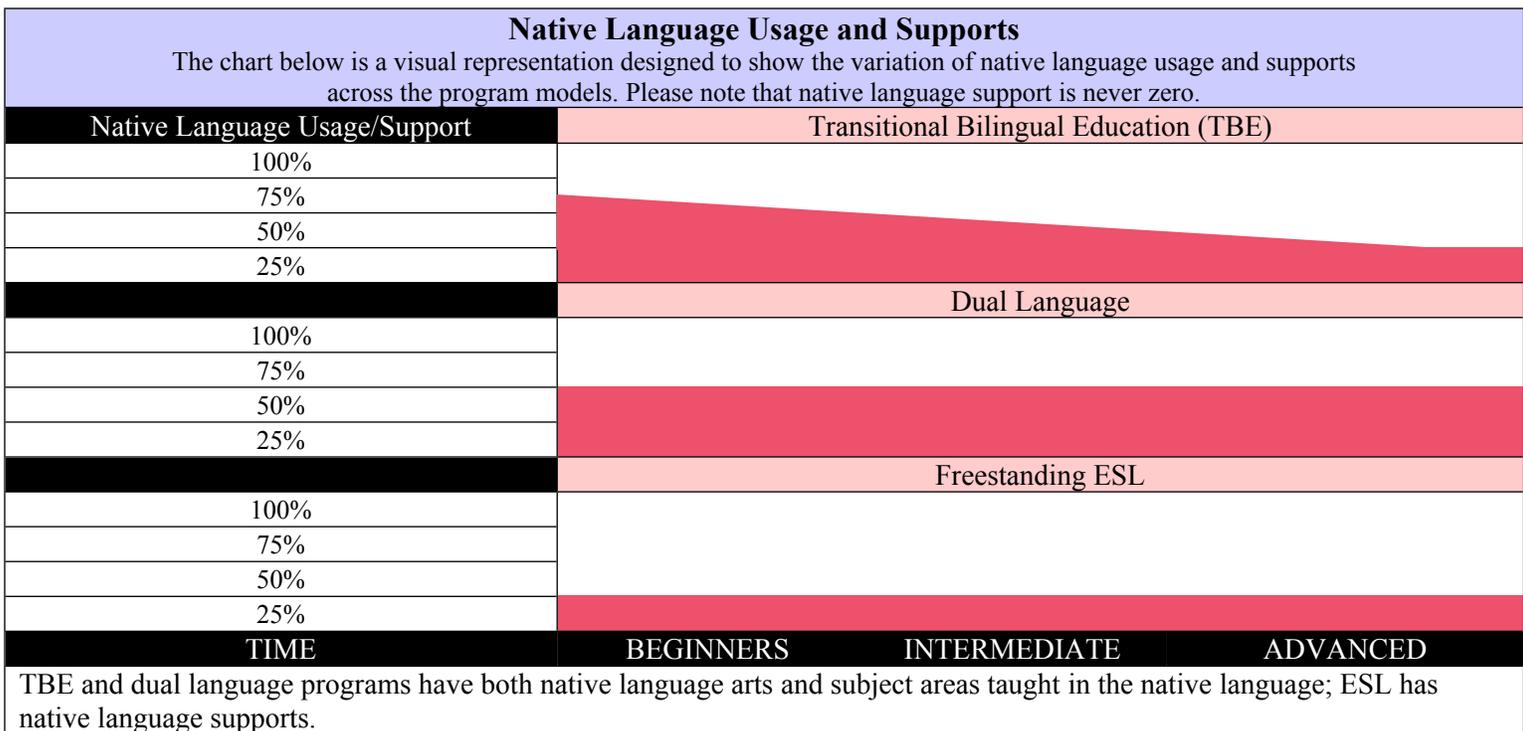
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. All subject teachers are aware of the ELL students in their classes through the distribution of the names, grades and levels of all ELL students. The subject teachers provide additional assistance thorough development of reading and writing skills in the content areas.

B. Programming and Scheduling Information--Continued

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We target all ELL subgroups, but most particularly, we endeavor to assist those students who will be taking the ELA Regents in their unique cohort as a prerequisite to graduation.

Interventions are offered in English, however, some teachers who are proficient in a native language offer additional translation help as needed.

All interventions are offered in English, with translations available as needed. Our Advanced students are scheduled for one ELA class per day. In this class students use dictionaries and glossaries to assist them as they develop their skills. Our Intermediate and Beginner students are not in ELA classes, only ESL classes. They receive support in their content classes, such as mathematics, history and science by teachers who are aware of their unique levels. Our ESL teachers meet with content teachers to assist them in developing ELL strategies to support student skills. All ESL students have the use of net books for translation purposes. All ESL students are enrolled in content classes. Native language is used when students are paired with peer tutors that speak their language. In some subjects, we have teachers that speak the student's native language. In these cases, support is provided both in English and native language. Our ESL students are progressing well in their content classes as a direct result of the support provided.

9. Those ELL students who have tested as proficient on the NYSESLAT continue to receive support from all teachers as they prepare to complete their Regents exam requirements. Tutoring is offered as needed after school and on Saturday's. Extended time is also provided on assessments as required.

10. We will continue to use the PLATO online credit recovery program as a remediation tool. We have also instituted the use of the Achieve 3000 tutorial program as well to enhance student English language development. We have purchased notebook computers and the Rosetta Stone language development software. These tools are an adjunct to the classwork and greatly supports our ELL students.

11. We do not plan to discontinue any programs.

12. All ELL students have equal access to all school programs and activities. Our ELL students are active in the Student Council, Fundraising activities, movie nights, dances and after-school tutoring. All ELL's are also an intgral part of the school and attend trips. An Additional benefit that we derive from our ELL's is unique cultures dispalyed during our multicultural celebrations. Our programs include after-school tutoring by content and ESL teachers. We also have a basketball club that meets twice a week. Teachers developed a singing club, fashion show, talent show, all of which are open to our ELL students. A large number of ELL students participate in these activities. All students, including ELL students are invited to Saturday tutoring, with a large percentage of ELL's taking advantage of this remediation. Our ELL students are an integral part of the school. Notices for after-school and Saturday school events are advertised in various languages and our peer mentors remind our ELL students of these opportunities.

13. Instructional support for ELL students is provided in the ESL classroom through the use of SmartBoards, Video tapes, laptops, dictionaries and selected texts and readers. The same materials are also used in subject class in order to further facilitate subject comprehension of our ELL students. Our ELL students are also taught in the library at selected times to afford greater access to our computers and internet resources.

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We also supply our ELL students with native language glossaries to aid in translating class readings and writings. We have an extensive

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

NOT APPLICABLE

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. All teachers of ELL students are notified of the language level of ELL students in their classes. We provide support to these teachers in the form of professional development by our ESL teachers and by our consultants. Our ESL teachers meet routinely with various departments during their departmental meetings. At that time, the ESL teachers provide strategies in language acquisition development. Our ESL teachers have provided and continue to provide professional development at faculty conferences as well. Some of the topics covered are the use of extended time for ELL students. Instruction is provided in the use of glossaries, activating prior knowledge and the benefits of visuals for those learning a new language. All staff, including our principal and assistant principals attend the professional development sessions. The scheduled professional development dates at this time are November 8, 2011, January 11, 2012, and February 8, 2012.

2. To assist our incoming freshman students, including ELL, we offer an introduction to high school course to help students become familiarized with high school expectations. We also endeavor to find a peer mentor for them to help them adjust to their new learning environment.

3. All required staff receive their training hours by our in-house ESL teachers and AUSSIE consultants. All staff members are acutely aware of the needs of our ELL population. Our professional development is provided by our ESL staff and consultants to facilitate the tasks

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E. Parental Involvement

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

Paste response to questions 1-4 here

Parents are involved and supported through a variety of workshops, parent orientations, and meetings. Conferences with parents and parental contacts are ongoing. These include translational services and involvement of parents in their children's education.

1. Conferences are held at the beginning of the school year with parents of newly admitted students. During these conferences, parents are appraised of the services and programs offered at the school. Additionally, parents are offered the opportunity to accept or reject the ESL model versus a bi-lingual program.
Notices regarding open-school conferences, graduation requirements and notices of meetings are translated into all languages which are available at the Translation Unit. Additionally, all foreign transcripts are also submitted to the Translation unit for translation and use by the guidance staff in accurate programming student course work.
Parental involvement is facilitated through the translated materials sent home and the translation services available for visiting parents. These are especially significant when we conduct of Parent-Teacher conferences. All parents are offered translation services as need. Parents are asked to meet with our ESL teachers who provide strategies to support their children's academic progress. We provide translated materials to parents as needed. We also have staff members that are available to translate for some languages, when necessary; we have access to telephone translation services. We provide translated letters for parent-teacher conferences and have access to translators when parents visit the school for conferences or other reasons. Parents have also been invited to attend city-wide conferences describing services and support which is available to ESL students and parents.
2. We continually research the availability of services which may be available through CBO's to assist in furthering parental involvement. We utilize the services of our AIDP (Attendance Intervention and Dropout Prevention) provider through the YWCA to engage parents as needed.
Parent needs are identified through discussions and the use of translators in the school and over the phone. We endeavor to engage parents in their children's education and encourage attendance at our monthly PTA meetings.
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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	3	2	1	1	7
Intermediate(I)	0	0	0	0	0	0	0	0	0	11	7	13	8	39
Advanced (A)	0	0	0	0	0	0	0	0	0	1	8	4	2	15
Total	0	0	0	0	0	0	0	0	0	15	17	18	11	61

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	1
	I	0	0	0	0	0	0	0	0	0	6	1	2	3
	A	0	0	0	0	0	0	0	0	0	3	7	8	5
	P	0	0	0	0	0	0	0	0	0	12	7	2	3
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	2	2	1	1
	I	0	0	0	0	0	0	0	0	0	13	5	6	7
	A	0	0	0	0	0	0	0	0	0	1	8	4	2
	P	0	0	0	0	0	0	0	0	0	5	0	1	2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	5	6	0	0	11
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	1		7		2		0		10
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	19	0	8	0	
Integrated Algebra	20	2	12	2	
Geometry	12	0	9	0	
Algebra 2/Trigonometry	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	1	0	1	0	
Earth Science	13	1	0	0	
Living Environment	23	2	5	1	
Physics	0	0	0	0	
Global History and Geography	15	0	4	0	
US History and Government	5	3	4	1	
Foreign Language	0	0	0	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. To assess the literacy skills of our ELL students we use the Acuity ELL Periodic Assessments, LAB-R, and NYSESLAT assessment. Additionally, our staff also uses teacher generated assessments.

2. At this time, the following are our data patterns for ELL proficiency.

Beginners: 7 students: across all grades

Intermediate: 33 students: across all grades

Advanced: 16 students: across all grades

We have found that our Intermediate group is the largest and includes those students that have declined based on the last NYSESLAT. We therefore have to offer additional support to these students. Our LAB-R data indicates that one student was tested this year, and was identified as a beginner. All other students were tested last year at our school or at their middle schools.

3. Instructional decisions are based on the needs of students. Those at the lowest proficiency level will be provided with extensive remediation to insure that they progress in proficiency levels. All teachers are notified of all ELL students' proficiency levels to insure that they provide enhanced assistance as necessary.

Each student will receive instruction that is tailored to meet the language level of that student. If a student scores at the lower range in one modality, this student will receive additional instruction and remediation in that domain.

Our ESL licensed teachers will confer with our content subject teachers to identify and support those students in need.

We noted that our greatest cohort is the Intermediate group of students, 39 students, with our beginners as the smallest number, seven. Our Advanced students were numbered at fifteen.

4.

a) ELL students were afforded the opportunity to take State assessments in native languages when available. The data reflects that those students taking exams in a native language were not passing at a higher rate than would be expected due to the use of native language. Many of our ELL students choose to take assessments in English, and in most cases they did not pass those assessments. The exception is the U.S. History Regents, in which 8 students took it in English and 6 passed and 9 took it in a native language and 6 passed. We reviewed the patterns across grades for our State assessments. All teachers reviewed these results, in particular, our ESL teachers. Many ELL students preferred to take the assessments in English, with some using their native language exam as support. These students used glossaries and dictionaries as an aid.

b) The periodic assessments are reviewed with our ESL teachers to identify areas requiring additional assistance to our students. We also use the results of the Periodic assessments in math to identify the needs of ELL students.

Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: <u>Rachel Carson High School</u>		School DBN: <u>21K344</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Wilensky	Principal		10/20/11
Abraham Furleiter	Assistant Principal		10/20/11
Dedra Johnson	Parent Coordinator		10/20/11
Emanuela Preda	ESL Teacher		10/20/11
Christine schneider	Parent		10/20/11
Anamaria Horvath/ESL Teacher	Teacher/Subject Area		10/20/11
Stephan McNally/ELA Teacher	Teacher/Subject Area		10/20/11
	Coach		
	Coach		
Adam Gold	Guidance Counselor		10/20/11
Jayne Godlewski	Network Leader		10/20/11

School Name: Rachel Carson High School

School DBN: 21K344

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K344** School Name: **Rachel Carson High School for Coast**

Cluster: **2** Network: **206**

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

Part A: Needs Assessment Findings

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

In order to provide accessible information to parents of our students across the languages, we have instituted the following protocols:

- a. A data base is created of all home languages spoken by our students.
- b. We translate all important letters to parents thorough the translation unit prior to sending them home.
- c. All parents that visit the school and require translations are assisted either through our in-house staff or through the interpretation unit.
- d. Signs are posted in all available languages at our entrance and main office to advise parent of the availability of the translations services which are available.

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

After reviewing our translation needs we have found that we have been able to provide translations as needed without any difficulty. We have also had the benefit of translators from schools at our campus and this has aided us in supporting all parents. We have found that our ongoing outreach to parents has indicated that all parents are supportive of our services. We continually notify students, teachers and parents of the readily available translation services in order to insure that we maintain good parental engagement. We also share the availability of services through parent newsletters, announcements at our SLT and PTA meetings, and through our Phone Messenger system which can make calls in several languages.

Part B: Strategies and Activities

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

We provide written translations of letters sent to parents indicating key events at the school. Documents requiring translation are submitted for those translations in ample time to be available when needed for mailings or distribution. We also provide interpretation services when requested by contacting the interpretation unit. We have also set aside funding to support translation needs. We also assist parents by translating documents by our staff when available. We also ask staff members and parents, especially of our SLT and PTA to indicate which languages they are capable of translating. These volunteers are then contacted as the need arises. To date we have been able to meet the needs of all parents arriving at our school and in need of translation services.

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

Oral translations are provided by our staff and other staff members on our campus as needed. Volunteers from our PTA and SLT are always willing to provide interpretation when possible. We also utilize the services of the interpretation unit as needed. We also have designated funding to support the possible use of an outside vendor as necessary.

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

As new students arrive, we ascertain the parents preferred language. This information is entered into the DOE database and a record kept at the school. We run an RBIR report in ATS that highlights the parent's preferred language.

Parents visiting the school will easily note the signs posted indicating the availability of translation and interpretation services. The Translation and Interpretation availability signs are posted at our entry doors and in our main offices. All staff members have been instructed to refer any parent requiring translations to the main office for assistance.

We always note the preferred language of a parent prior to contacting the home regarding any school concerns and insure that we have an interpreter standing by to assist. Our Parent Coordinator, as well as secretaries maintain a listing of all parent's preferred languages in our records and on our emergency contact cards.

When necessary, we will contact the interpretation unit and ask that they conference a call to a parent using the preferred parental language. We have also found that some parents ask a friend or family member to assist in interpretation. We gladly support all parents in their unique needs and have found that we have been able to fulfill those requirements.

Our School Safety Plan includes the steps to be taken when parents require translation and interpretation services. All parents are accommodated in their interpretation needs by our in-house staff or when appropriate, through the Translation and Interpretation Unit or outside vendors.

At this time, our student population does not reflect a 10 % number of students whose parents speak a language other than English or the available translated languages. Therefore, we do not require additional translation services for unique languages other than those already available.

Whenever we have any concerns regarding translation services, we contact the Translation and Interpretation unit for guidance.

Parents are informed of their rights to receive translations of school materials as needed. Parents are advised that any language needs will be accommodated as noted in the Bill of Parent Rights and Responsibilities.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Rachel Carson High School	DBN: 21K344
Cluster Leader: Charles Amundsen	Network Leader: Jayne Godlewski
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ✱Other:
Total # of ELLs to be served: 53 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: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

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:

English Language Learner (ELL) students require continued and ongoing support to aid in developing language acquisition skills. To support this task, we have implemented programs which are designed to improve skills and culminate in advancement on the NYSESLAT exam. Our goal is to insure that students complete the program and become proficient in English and then no longer require full time support.

We also intend to use the grant monies to support and service all immigrant students, regardless of their English Language Learner status.

The programs that we offer are as follows:´

- Tutoring during the day by our ESL teachers as well as our content subject teachers
- After-school tutoring by ESL and content subject teachers on Tuesday's and Thursday's from 3:30 PM to 5:00Pm.
- Saturday Academy tutoring by ESL and content subject teachers every Saturday that the school building is open. The hours are from 9:00 AM to 12:00 Noon.
- Regents exam preparation throughout the school year and especially in weeks prior to scheduled State assessments.
- Ongoing support for students after they have demonstrated proficiency in English as noted on the NYSESLAT exam.

Our student population is diverse and consists of immigrants from across the globe. Some of the countries represented are; Russia, Georgia, Uzbekistan, China, Mexico, Columbia, varied Latin American countries, Haiti, and the Dominican Republic.

Our ESL immigrant population is comprised of all grade levels, 9-12. Additionally we serve the needs of nine students who have been identified as Special Needs students, in addition to their ELL status.

Instruction is provided during the school day and as mandated and based on each student's unique level of language comprehension. Our program model is one of self-contained ESL classes. ESL instruction is provided by both of our ESL licensed teachers utilizing differentiated instructional models. Students receive the requisite minutes of instruction on a daily basis in separate classrooms. The following mandated hours are as follows:

Part B: Direct Instruction Supplemental Program Information

- Beginner students: 3 periods per day (135 minutes) 675 minutes per week.
- Intermediate students: 2 periods per day (135 minutes) 450 minutes per week.
- Advanced students: 1 period per day (45 minutes) 225 minutes per week.

Our program model is one of self-contained ESL classes. This model has as its core the function of teaching and developing English Language skills using only English language instruction. Our two ESL fully certified teachers do not use any other language during their instructional periods.

As noted previously, we have on staff two fully certified ESL teachers who are well trained in the development of language skills for our ELL students.

We currently use a variety of tools to assist our students as they develop their English language skills, these include the following:

- Dictionaries and glossaries
- Netbooks
- Rosetta Stone online language learning system
- PLATO online learning system for extended activities which support content class curriculum
- Appropriate level readers

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:

Professional development is the vehicle with which to enhance and further develop teacher skills in the most effective strategies that will assist our ESL students. It is the responsibility of school administrators to insure that the most current strategies are used by our staff. Strategies are culled from current research and based on student needs.

All teachers of ELL students are notified of the language level of ELL students in their classes. We

Part C: Professional Development

provide support to these teachers in the form of professional development by our ESL teachers and by our consultants. Our ESL teachers receive additional professional development by our consultants as well as our network and through city-wide initiatives.

All staff receive their training by our in-house ESL teachers and AUSSIE consultants. All staff members are acutely aware of the needs of our ELL population. Our professional development is provided by our ESL staff and consultants to facilitate the tasks of modifying content for understanding of our ELL students. Our trainings take place at department meetings and at faculty conferences. We maintain agendas, sign-in rosters and minutes of meetings. Copies are kept in the general office of the school. Topics for discussion include differentiated instruction, language acquisition strategies, and the technique of activating prior knowledge.

Our ESL teachers meet routinely with various departments during their departmental meetings. At that time, the ESL teachers provide strategies in language acquisition development. Our ESL teachers have provided and continue to provide professional development at faculty conferences as well. Some of the topics covered are the use of extended time for ELL students. Instruction is provided in the use of glossaries, activating prior knowledge and the benefits of visuals for those learning a new language. All staff, including our principal and assistant principals attend the professional development sessions.

Some of our providers are our AUSSIE consultants and network support staff, as well as in-house teaching staff

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:

The support of parents for all students, especially those of immigrant ESL students is of utmost importance. Parents are the linchpin of our student's life and they are the bond between the school and its students.

We hold conferences with parents at the beginning of each school year with our newly admitted students. We continually reach out to parents to identify their concerns regarding their children's education. Parents are also invited to attend initial meetings to identify their desire for the ESL model which they prefer for their child. Additionally, parents are also invited to attend PTA meetings on a monthly basis to share their concerns.

Part D: Parental Engagement Activities

We endeavor to support our parents with educational choices of ESL programs, programming choices in courses, school safety, unique needs of those students who are Special Needs students, and any other concerns that they may have. We also provide tutorials on using our online credit recovery and tutorial programs. We provide professional development to parents to assist them in accessing ARIS Parent link. We also provide tutorials in reading and understanding student transcripts and recognizing the State mandated graduation requirements as well.

These tutorials are provided by our principal and assistant principals, guidance counselors, college advisor, and parent coordinator.

To insure that parents are well aware of these opportunities, we notify them through our phone messenger system, letters backpacked and mailed as well as though translated mailings as are available through the Translation and Interpretation Unit. We endeavor to provide translators at the meetings as needed.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		