



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: RESEARCH AND SERVICE HIGH SCHOOL

DBN (i.e. 01M001): 16K669

Principal: ALLISON FARRINGTON

Principal Email: AFARRIN@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: CRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Allison Farrington	*Principal or Designee	
Caren Cleckley	*UFT Chapter Leader or Designee	
Cindi Van Pettin	*PA/PTA President or Designated Co-President	
Stephanie Tabertus	DC 37 Representative, if applicable	
Christopher DeCastro & Nicole Yates	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Evelyn Jimenez	CBO Representative, if applicable	
Janet Irby	Member/ Parent	
Stephanie Holmes	Member/ Teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, 100% of teachers will receive a minimum of six classroom observations with formative feedback and professional development to support and improve practice in lesson planning and questioning.

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 and Service is committed to simultaneously becoming more aligned with the new Common Core Learning Standards (CCLS) and a transitioning to a more comprehensive teacher evaluation framework. It is important to provide the necessary professional development opportunities to help prepare the academic staff to implement the necessary changes in pedagogical practice to align with the new expectations.

This is our first year using the Danielson Framework for Teaching as an anchor to help teachers to improve their pedagogical practice. The Danielson rubric has also been mandated by the NYCDOE. We will continue to provide professional development which includes teachers analyzing their current teaching practice, identifying their strength and weaknesses as defined by the rubric, and share best practices among departments. The training and development will by the Network coach will assist teachers to modify their teaching practice as needed to become proficient in utilizing the skills (or addressing the domains) that are outlined in the Danielson Framework on a regular basis.

Besides formal professional development, formative observations are needed to help the administration and teaching staff become more familiar with the practical application of using the Danielson Framework as a guide to delivering classroom instruction, and assessing the quality of teaching and learning. This will continue to take place throughout the year, on an incremental basis, with teachers getting feedback from the administration as it relates to the development of their pedagogical skills in relation to the Danielson Framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

To increase the overall comprehension of the Danielson Framework teachers will be introduced to the competencies and observation rubric. The framework will provide a common lens for administrators to evaluate teaching practices and identify next steps for individual staff members. To improve teacher effectiveness we will:

1. Provide Professional Development sessions as an introduction to the basics of the Danielson framework
2. Conduct focused classroom walkthroughs, to improve informal and formal observations targeting and differentiating to meet the needs of individual teachers.
3. Departments will develop their own schedule for peer observations and develop an internal protocol for pre and post observations.
4. Principal will develop a public calendar for department meeting observations to support the peer observation structure.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers and Administrators
2. Teachers and Administrators
3. Teachers and Administrators
4. Administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Minimum of 5 professional development sessions for the year
2. Conduct Two observations per trimester
3. One peer observation per trimester
4. Weekly circular with meeting dates and times

D. Timeline for implementation and completion including start and end dates

1. By June 2014 the Principal or Assistant Principal will conduct at least 6 observations of each teacher using a research based rubric; at least 2 observations for every teacher each cycle.
2. By October 2013, each department will implement a system for peer observation; by December 2013 each department member will have had 2 peer observations.
3. By June 2014 new teachers will have at least 3 observations by their mentor teacher, the in addition to observations from the principal and colleagues in their department.
4. By January 2014 weekly circular will have weekly departmental observations

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be provided per session for before or after school professional developments
2. Monthly observations during the school day
3. Teachers will be covered to conduct peer observations
4. Weekly Circular

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Promote Parent Leadership meetings with the Adelaide Sanford Institute
2. PD for parents at PTA Meetings
3. Monthly Parent Newsletter

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, 60% of all students will accumulate 10 or more credits in one academic school year.

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 intake process we noticed most students suffered from high rates of student absenteeism and courses failed. To combat a repeat of this behavior, we have intensified our advisory efforts to include sessions and activities that are centered on character development and social responsibility. Academic support services (College Readiness Training, SAT-College Board Prep, Literacy, and Regents Preparation) have been instituted for this population.

Teachers have been identified to work with smaller groups of students to check-in and guide their behaviors towards education and self-respect. As a school community, we will continue to recruit teachers who demonstrate a willingness and ability to educate students who historically enter high school deficient of basic skills in math, literacy, and reasoning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Build into the schedule Common Planning Time periods;
- Develop an Inquiry Team
- Monitor Administration Action Plan for tracking growth each marking period.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Guidance Counselor, Attendance Coordinator Administration and FEGs
2. Teachers, Guidance Counselor, Attendance Coordinator Administration and FEGs
3. Teachers, Guidance Counselor, Attendance Coordinator Administration and FEGs

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will create 20 Day Marking Period Action Plans for targeted instructional and operational improvement
2. Winter reorganization retreat will entire staff
3. Bi-Weekly Common Planning and Inquiry team meetings

D. Timeline for implementation and completion including start and end dates

1. By December 2013 we will create an Inquiry Team to analyze the 1st Trimester Data
2. By January 2014 Inquiry Team Developed
3. By the end of Trimester 1 Marking Period 2 Action Plans will be required for teacher for each marking plan

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Creation of an after-school intramural sports program, utilized as a motivational system for students.
2. 2.
3. No additional cost for this activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Providing materials and training to help parents work with their children to improve their achievement level in all courses 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;
- 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

50% of all students will see an Average Change in Student Attendance rate by 25%

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.

The during our weekly attendance meetings we identified extreme drops academically and in daily attendance records. To combat this negative pattern, our school leadership decided to focus on those students who have an identified daily attendance record of 60-65% for the months of November. These fifty (50) students make of 30% of our student population; however with a concerted effort, they are the identified population that can place our attendance to 88-90%. The 50 students span grades 9-12 and have a history of weak attendance patterns.

This year, we plan to incentivize excellent attendance with movie tickets, electronic games, and trips to help motivate students to come to school each day.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

These activities focus on community building, and understanding school expectations especially those for academics, benchmarks, attendance and school norms in order to promote healthy completion among peer groups leading to a higher attendance rate and lower incidences of class cutting once in school

1. Continued attendance outreach, including home visits, by FEGs Youth Advisors to students and families.
2. Attendance Incentive trip generated by the students at monthly Community Gatherings for students with 90% attendance and Most Improved Students
3. Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes & Noble's Gift Cards, iPods, etc)
4. Public Displays of student attendance by Youth Advisors to be developed with the Parent Coordinator
5. Intake & Orientation – New students participate in two separate days of Intake meetings with their Advocate Counselor (AC), prior to becoming enrolled at Research and Service. The first day is the Student Interview and the second day is the Family Interview. During both meetings, the AC explains the structure and opportunities at Research and Service, as well as our expectations for attendance and academics. The Student Commitment Letter is explained and discussed, and then is signed by the AC, Student, and Parent. All school staff members have roles in facilitating a full day of Orientation Activities in September for Cycle 1. Select staff, along with students from the Youth Leadership Board facilitate the Orientation session for students that start for Cycle 2 or 3. Students who attend the RAMAPO retreats will maintain an attendance rate above 80%.

B. Key personnel and other resources used to implement each strategy/activity

1. Resources for the Attendance Committee: common time to meet, access to student-level and school-wide data.
2. Resources for teacher leadership positions: Data Specialist and Youth Leadership Board Advisor. Including: Job description, time during the day's schedule for meetings or per session for time used outside of the work day.
3. Youth Leadership Board (YLB) Advisor coordinates student trips to RAMAPO Outdoor Leadership Training for Community & Character Building. 2 trips to RAMAPO Outdoor Leadership Program of 30 students (and 6 staff members) each.
4. Time during the day for weekly staff meetings.

5. Parent Coordinator
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 25 % of students will show an increase in average daily attendance by January 2014 Review daily, monthly, and YTD attendance data with all staff during weekly staff meetings. Monthly trips for good attendance Weekly incentives for good attendance Monthly bulletin boards for good attendance Intake and Orientation sessions each trimester
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Weekly attendance meetings Each benchmark advocate counselor group attendance is updated. Ramapo trips are scheduled twice a year, once in October 2011 and another in May 2012. Attendance incentives are given each benchmark and a larger incentive for students who are able to maintain perfect attendance for a cycle, and for the entire year. The attendance committee meets monthly during the Staff PD and adhoc meetings are called throughout the term.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Monthly staff professional development sessions are including in the staff calendar. These sessions are based on our school-wide goal of attendance. Staff also has the opportunity to strategize on incentives for the upcoming year or revisions to the current structure. Funds to support Ramapo trips; provided by partnership with FEGs. Funds for attendance incentives—gift cards and trips; provided by partnership with FEGs

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parents are partners in our goal to improve attendance. They are notified of students' absences and lateness Parent Association meetings/SLT meetings are held monthly on site. Youth Advisors are in frequent communication with their student's parents sharing information about our school-wide goals, as well as inviting parents to PA/SLT meetings and events.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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 2014, the English, math, social studies and science departments will develop and teach a common core aligned blended learning unit

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
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academic content and student achievement standards.

Research and Service, a NYCDOE iZone school, will align our Blended Learning model with the Common Core standards. Teachers in English, Math, Science and Social Studies will infuse at least one Common Core aligned online unit into their curriculum. According to the Common Core Learning Standards, one of the characteristics of a college and career ready scholar is the ability to use technology effectively. Based on the goal of being college and career ready and the data gathered from our survey on technology usage in the classroom, we conclude that this goal will support scholar achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Teachers will receive professional development around Blended Learning and the Common Core Learning Standards. The Administration and Lead Teacher will support the professional development, data analysis, and technology work
- School leaders will help teachers use online assessment data to inform instructional practices by track and monitor scholar achievement during the online unit and use assessment data to put scaffolds in place to support scholars
- School leaders will engage in cycles of observation and feedback to support effective teaching and learning

B. Key personnel and other resources used to implement each strategy/activity

1. We will work closely with support staff from the iLearn and CFN 402 to provide additional professional development as necessary
2. The Director of New Initiatives will monitor and support the infusion of a Common Core aligned unit into the curriculum in English, Math, Science and Social Studies
3. Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly department meetings where teachers will be able to further develop their curriculum maps and lesson plans.
2. Bi-monthly Department Facilitators meeting to further develop each department's year-long plan and weekly sessions.
3. Monthly PD sessions where individuals will bring CCLS aligned assessment for feedback and review.

D. Timeline for implementation and completion including start and end dates

1. By March 2014 each teacher will have created 1 CCLS aligned Blended Learning Unit.
2. By March 2014 each teacher will have created 1 CCLS aligned Blended Learning Unit.
3. By March 2014 each teacher will have created 1 CCLS aligned Blended Learning Unit.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session 1 day per week for teachers
2. No additional cost
3. No additional cost

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Communicate the goals and the rationale behind the goals to parents during parent meetings
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- Parents are invited to attend technology based workshops

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
•
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
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Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Tutoring & regents review • Administration of numerous and diverse assessments to align instruction and aptitude • Distribution of bi-weekly assessments and progress reports • Universal use of Judith Hochman Writing Method in all subjects • Universal introduction and application of academic vocabulary in all subject 	<ul style="list-style-type: none"> • Individual, Small Group, & Whole Class 	Before, During, & After School
Mathematics	<ul style="list-style-type: none"> • Tutoring & regents review • Administration of numerous and diverse assessments to align instruction and aptitude • Distribution of bi-weekly assessments and progress reports • Strategies utilized include gathering data to inform programming and differentiated instruction in all math classes. 	<ul style="list-style-type: none"> • Individual, Small Group, & Whole Class 	Before, During, & After School
Science	<ul style="list-style-type: none"> • Tutoring & regents review • Administration of numerous and diverse assessments to align instruction and aptitude 	<ul style="list-style-type: none"> • Individual, Small Group, & Whole Class 	Before, During, & After School

	<ul style="list-style-type: none"> • Distribution of bi-weekly assessments and progress reports • Universal use of Judith Hochman Writing Method in all subjects • Universal introduction and application of academic vocabulary in all subject 		
Social Studies	<ul style="list-style-type: none"> • Tutoring & regents review • Administration of numerous and diverse assessments to align instruction and aptitude • Distribution of bi-weekly assessments and progress reports • Universal use of Judith Hochman Writing Method in all subjects • Universal introduction and application of academic vocabulary in all subject 	<ul style="list-style-type: none"> • Individual, Small Group, & Whole Class 	Before, During, & After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Adopt A Student(s) Program (every staff member has “adopted” an at-risk student to meet with) • On-going communication and collaboration between and among teachers, counselors, students, and parents • Regularly scheduled Den Meetings and Celebration Days • Attendance Outreach, Counseling, Evaluations, Referrals, & Reviews of IEPs 	<ul style="list-style-type: none"> • Small Group & Whole School • Individual 	<ul style="list-style-type: none"> • During & After School • Before, During, & After School

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	x	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Our goal is for 100% of the teachers at Research and Service to be highly qualified. We strongly believe this will be directly related to our recruitment and retention practices. Our recruitment is a rigorous process during which we are transparent about our unique culture and "extra" emphasis on student voice and choice. Our teacher retention rate is also among the highest in the City. We believe this is due to the collaborative, inclusive culture and emphasis on ownership and outside the box thinking.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development for staff will be coordinated in *Research and Service* by an Instructional Support Team, which includes the Instructional Support Network staff of the Children First Network 402, Principal, Assistant Principals, and selected teachers. The Instructional Support Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development.

On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass ARIS Learn, PD 360, on-line PD websites, workshops, institutes, conferences, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The school is a conceptually consolidated school all funds are used to improve student outcomes and close the achievement gap.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

Every teacher belongs to a content team. These content teams meet multiple times each week, during common planning time. During these sessions teacher team leaders guide the teams' discussions and work through various thoughts regarding assessments. These team leaders work with administration and/or coaches with specific content backgrounds to assist in establishing strong professional development around the various assessments selected by the teams. These PD sessions range from in-house PD sessions run by administration, coaches or team leaders to PD opportunities offered by outside organizations such as Teaching Matters, Teachers College or CFN 402.

Our TA Program provides additional time on task for our scholars. Academic Intervention and Enrichment services take place Monday-Thursday for an additional two hours after the end of the traditional school day. The Academic Intervention and Enrichment time specifically focuses on identifying areas for grow and strengthen those targeted areas to move scholars to proficiency

TA Coordination with the Regular Program

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

During the regular school day, we have allocated TA resources to ensure necessary additional instructional assistance is available in classrooms.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 16	Borough Brooklyn	School Number 669
School Name Research and Service High School		

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

Principal Allison Farrington	Assistant Principal Christopher Smith
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Aja Brown
Teacher/Subject Area Stephanie Holmes/Special Educ	Parent type here
Teacher/Subject Area type here	Parent Coordinator Stephanie Tabertus
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	146	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE			0	0	0	0	0	0	0	0
SELECT ONE									0	0
SELECT ONE									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
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Teachers will take part in monthly instructional rounds to collaboratively look at the overall standard of work in our school and identify "Next Steps." Every 20 school days teachers will have dedicated time to analyze data, discuss support strategies and work with advisors to implement plans to ensure student success. Although only in our first year we realize the importance of analyzing data inclusive of grades by subject, performance assessment data, college acceptance, attendance, infraction, suspension, enrollment and attrition to be used to inform our overall program, curriculum and instruction. We will also measure school wide systems using Progress Report data and the Quality Review statements as a guide for implementation and rubric for assessment.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We currently do not have any data
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?We currently do not have any data
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC.](#))
Upon intake interview all students are given the Home Language Identification Survey. If parents indicate their native language is not English students will be administered the Lab-R exam.
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.

If parents indicate their native language is not English the Lab-R exam will be administered. After obtaining results of the Lab_r the parent will be informed of the program choice available at the school.

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

If a student is eligible to ELL services a letter will be backpacked in the parent's native language. Upon receipt of the letter it will be placed in the student's cumulative file in the main office.

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.

Paste response to question here:

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

As a new school we have not administered the NYSESLAT

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

We and a new school

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We currently do not have any ELLs

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)?

We will program our students according to the regulation.

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

It is our belief that the instructional grouping of ELL students poses a consistent challenge whenever there is a wide range of literacy levels and home languages. We believe that providing both language and content support is most beneficial for students and will avoid linguistic and social isolation. Our teachers will focus on oral language development and academic English development. Teachers will employ strategies that help students "speak to learn". Teacher will be professionally developed to teach students to use both passive and active vocabulary in classes. High frequency academic words such maintain and fundamental will be taught and utilized by all teachers since these words are directly related to comprehension. We believe that to really know a word, a student must (1) be able to define it, (2) recognize when to use it, (3) know its multiple meanings, (4) be able to use it correctly (and recognize when it's inappropriately used), and (5) be able to decode and spell it. To teach vocabulary, teachers must point out the word in its context, repeat it, explain it, expand upon it, and actively engage students in using it. Students who interact with words by hearing them, using them and semantically manipulating them are more likely to learn and retain new vocabulary than those who are asked to look up and define unfamiliar words.

Helping students develop oral language proficiency will help them understand words when they meet them in print. Students of any language (even English) who don't read well can usually be helped by further oral language development. If words aren't in students' oral working vocabulary, they won't be comprehended if they are encountered in print.

While oral language is used in most classrooms, almost all of that "talking" is generally done by the teacher, not the students. Students often become passive--the teacher talks, the students (may) listen. In this type of classroom environment, students might learn the basic skills of reading and writing, but they may not learn how to think critically, express themselves orally in a fluent manner, or make independent conclusions. You don't acquire language if you don't use it. Students cannot develop oral language and vocabulary proficiency in a quiet classroom. They need time to practice the skills they're expected to master. Using Standard English, our teachers can model conversation with students. Question-answer sessions rarely develop conversational proficiency. When students work in a collaborative setting, teachers will provide opportunities for speaking, discussion, and expression of ideas, experiences and opinions across the whole curriculum. This will involve a range of experiences in which the size and type of audience, the situation and purpose will all vary.

Oral language development in our school does not mean teaching children to speak so much as providing them with the skills and opportunities to communicate more effectively. We will expose students to lots of words. Not all of the words encountered by students will be learned, but we believe if they never encounter them, they will never learn them. Exposure provides students with opportunities to recognize and possibly use new words when they hear or see them again.

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

Sound classroom assessments will align with Common Core Learning Standards that require students to use content and skills to solve real-world problems. Teachers will design assessments that provide multiple methods for showing mastery and provide multiple chances for showing mastery. Students will use the results of classroom assessments to evaluate their learning strategies and identify standards (content and/or skills) that they have not yet mastered in order to develop or refine their personal learning plan. Teachers use the results of classroom assessments to evaluate their teaching strategies in order to identify standards (content and/or skills) that the students have not yet mastered and identify students that did not master the standards. Teachers will use

assessments to develop plans for re-teaching standards and provide individual remediation for students as needed.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through daily activities, teachers provide learners with opportunities to develop each skill: students listen (to the teacher use the target language, to a song, to one another in a pair activity), speak (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), read (instructions, written grammar drills, cards for playing games, flashcards) and write (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We currently do not have any ELLs

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
:
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

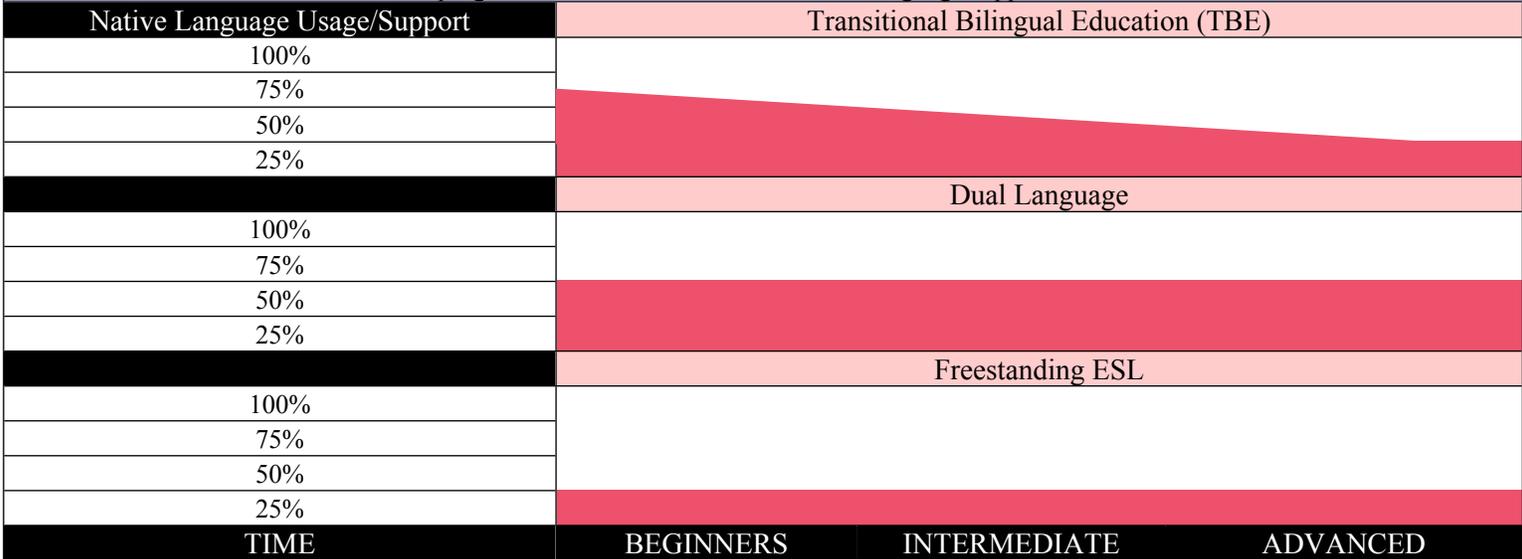
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Beginning in September 2013 Regents preparation class will take place afterschool. Teachers will administer mock Regents exams to get a baseline assessment of how students are currently performing and to set benchmarks for future success. After conducting mock exams teachers will conduct a Regents item analysis to assess students' understanding of concepts and evaluate their understanding of the types of questions students unsuccessfully answer. The Regents review sessions will run four days per week from September to January and from February to June. We will invest in Castle Learning computer applications to allow students to engage in Blended Learning. Teachers will design individual assignments and assessments which can be completed online with the supports of audio and visual help to read questions to students in order to support ELL's and struggling learners.

All students will be paired with an academic Advisor which they will meet with each day for 10 minutes. Academic advising is one of the principle foundations that students and Advisors will use to build an interactive relationship. The primary purpose is to assist students in their pursuit of meaningful educational experiences, which will assist them in fulfilling their life goals including college and career considerations. Advising assists students in (1) understanding how to utilize the academic support services available to them, (2) understand school policies and procedures, (3) make sound academic, college and career decisions based upon information available to them, and (4) examine their progress toward the realization of their goals.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We currently do not have any ELL students

11. What new programs or improvements will be considered for the upcoming school year?

12. What programs/services for ELLs will be discontinued and why?

We are a new school it is too early to assess what programs will be eliminated.

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

Research and Service will offer a broad array of programs to students in order to extend learning opportunities both within and after the school day. We believe it is especially important to provide ELL students, students with IEP's and struggling students who may have unusual circumstances and lack strong language models with appropriate literary supports. We will begin by supporting their language acquisition one hour each day before school begins. We intend to build a Literary Cafe (LC). In the LC students will have the ability to work on literary based assignments before school in any subject with the support of an English teacher in an inviting scholarly atmosphere. Considerable attention will be paid to the use and understanding of the academic terminology necessary to show proficiency or mastery in each discipline and on Regents examinations. Students will be required to sign in to the LC and their progress will be monitored every 20 school days through progress reports and report cards.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The interactive activities listed below are only a few of the vocabulary development activities teachers will engage in. These activities will also stimulate higher-level thinking skills, build vocabulary and increase reading comprehension.

Acknowledge Other's Ideas

Teachers will engage students in discussions by writing "sentence frames" on the board as conversation starters for ELLs.

Teachers will instruct student to be prepared to share your partner's ideas when randomly called upon. Additionally teachers will randomly call on several students before calling on volunteers and require students to validate responses and redirect inappropriate responses or behavior.

Activate Prior Knowledge

Teachers will orally activate students' existing background knowledge and attention BEFORE reading, guiding readers DURING reading, and providing review AFTER reading. Prior knowledge can't be activated if the knowledge base doesn't exist. Therefore, it is essential to build a base if one does not exist. Through group activities, challenge students to call on their collective prior experiences. In this manner, students connect learning events rather than just remembering bits and pieces. Teachers will: (1) present information which builds background ideas, concepts, and principles; (2) show (not tell) through demonstrations, multi-

media, and graphics; (3) use outside resources, trips, and speakers; and (4) talk about personal experience with the topic.

Affixes and Roots

Teachers will explain that many words in English have origins in Greek or Latin. We will teach word families and list as many words as possible that contain the root, as in this example: Port: export, import, transport, teleport, portable. As well as teach students how to recognize and define the prefix and suffix of words.

Cognates

We will teach that cognates are words that are related across languages that share similar meanings, spellings, and pronunciations. We believe students can use cognates from their first language as a tool for understanding a second language. Not all languages share cognates with English, but some Spanish examples are bicycle-bicicleta; family-familia; computer-computadora; biography-biografia; accident- accidente, and so forth.

Oral language provides a foundation for communication of ideas and intelligent conversation, and the development of other language skills. Before students achieve proficiency in reading and writing, oral language is one of the most important means of learning and of acquiring knowledge.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In order to establish personal relationships and positive school culture a three- tiered approach focused on (1) prevention, (2) sustainability and (3) resiliency will be implemented to ensure adequate and effective academic and youth development measures for all students. The first aspect is to implement preventative measures to ensure high attendance rates and lessen the number of suspensions. This will happen by developing relationships and partnerships with and between parents, students, school staff and the community constitutes. Prior to the commencement of the 2013- 2014 school year, all incoming students will attend mandatory orientation sessions. The first will be a welcoming Open House for students and families. The second session will be held in July 2013. The purpose of the session will be two-fold: first we will assess students' math and English skills and second to establish a rapport and set the framework for the expected social and academic behaviors for the school year. Sessions 3-5 will occur during the month of August. During the course of the sessions, teachers will engage students in several team building exercises as outlined by Steven Covey's 7 Habits of Highly Effective Teens. Additionally, students will attend core classes in Science, Math, English and Social Studies to establish student -teacher relationships and garner an understanding for the rigorous academic expectations. The curriculum will support and develop critical reading and writing skills using high interest non-fiction literature and technology. A concentration will focus on how students cope with challenges that are both academic and social in a classroom. We will work on those skills of cooperative learning.

18. What language electives are offered to ELLs?

There are several different options as all student take language classes online in a Blended Learning setting.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Research and Service will provide professional development to its teachers. We will work closely with the Office of English Language Learners and CFN to develop and implement a comprehensive plan to support the ELL teacher team.

The ESL teacher team will turn-key professional developments for teachers in all four academies during scheduled common plannings when needed. Professional developments will be aligned to the New York State ESL Learning Standards and the ELL teacher will attend professional development activities provided by the Office of English Language Learners. Professional development will include, but not limited to, online tools such as www.colorincolorado.com, and www.engageny.com to expose the ESL teacher team to the latest research and methodologies needed to enhance and differentiate instruction for ELLs. The ESL teacher team will keep a log of all professional development hours as evidence.

The ESL teacher will attend 6-8 professional development sessions with the duration time of one hour to a full work day.

D. Parental Involvement

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

Research and Service will provide four sessions of the ESL Family Night. The rationale for the ESL Family Night is to provide parents of English Language Learners with opportunities to ask questions and to engage in discussions related to services provided by the ESL teacher team and Research and Service High School. Parents of ELLs and the ESL teacher team will learn and discuss the needs of their children in relation to the goals of the school, NYS Common Core goal and graduation expectations in regards of how they relate to ESL standards. In addition, parents of ELLs will be provided with information on literacy and translation services available in their home community. The provider/facilitator of each event will be a teacher and the ESL supervisor, Mr. Christopher Smith.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01