

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**  
**DRAFT - PENDING SUPERINTENDENT APPROVAL**

**School Name:** RACHEL CARSON HIGH SCHOOL  
**DBN (i.e. 01M001):** 21K344  
**Principal:** EDWARD WILENSKY  
**Principal Email:** EWILENS@SCHOOLS.NYC.GOV  
**Superintendent:** MICHAEL PRAYOR  
**Network Leader:** ADA CORDOVA

## 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Edward Wilensky	*Principal or Designee	
Sean Nicholson	*UFT Chapter Leader or Designee	
Mary Jane Joy	*PA/PTA President	
Not Applicable/None	DC 37 Representative, if applicable	
Nasim Lahbicihi Kaitlyn Cingari Melonie Aminov	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Dr. Merryl Kafka	CBO Representative, if applicable	
Abraham Furleiter	Member/ Assistant Principal	
Harold Webb	Member/ UFT	
Virginia Sullivan	Member/ Teacher	
Pedro Guerrero Irene Lahbichi Jabar Hills	Member/ Parent	
Anna Learner	Member/ Parent	
Nancy Pontorno Kareem Long Princess Clare Monifah Lewis	Member/ Student	

\*\*Signature of constituent only indicates participation in the development of the CEP, 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 2015, a minimum passing rate of 70.0% on the Integrated Algebra Common Core Regents for students in *cohort T* 2014 / class of 2018 (our Freshman Academy students) will be achieved, reflecting a 9.00% increase in passing rate for cohort members taking the exam from June 2014.

### **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.

Rigorous instruction is the linchpin of all instructional programs. In order to ensure success of the program, we monitor student performance in classes as noted on observations, teacher conferences and student grades in all subject classes. To facilitate the ongoing use of rigorous instruction, we provide our staff with professional development at our Monday Professional Development days. Additionally, we also provide support during AUSSIE consultant visits as well as by Network specialists. A review of our first marking period grades for the fall semester indicates an overall passing rate of 82.18%. This data clearly demonstrates that our teachers are implementing effective strategies to support student progress and growth.

During the Algebra test administration in June of 2014, we noted the following passing rates: Integrated Algebra passing rate of 68.0% and Common Core Algebra passing rate of 61.0%. These results motivated us to develop this goal. Additionally, the School Quality Guide also indicates that 74.5% of our freshman earned 10+ credits. This indicates that we need to improve passing rates in courses, which would yield an increased passing rate on the State Assessment.

A direct result of the above data led us to design this goal. We reviewed the School Quality Guide and are using those results to guide our instructional processes as we implement rigorous instruction to support our students.

### **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**

1. Providing math algebra tutoring by content teachers for students who have demonstrated a need for intervention via course formative assessments and Middle school 8<sup>th</sup> grade assessments.
2. Providing professional development facilitated by a math AUSSIE consultant and network math specialist.
3. Conducting ongoing teacher observations by supervisors, consultants and instructional coaches to ensure that teachers are incorporating instructional practices that align to the Danielson Framework and engage all learners.
4. Monitoring student progress by teachers through analysis of formative assessments administered during classes to assist in differentiating instruction.
5. Programming Integrated Co-Teaching (ICT) classes in mathematics as well as other content subjects.
6. Programming English as a Second language (ESL) classes with push-in services in content area classes, especially mathematics and algebra.

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

1. Teachers, Administrators and staff developers assist teachers in evaluating student assessment results and identifying trends. Funding will be designated to support after school and Saturday tutoring.
2. AUSSIE consultants and Network staff provide professional development to our mathematics team at faculty meetings and conduct on-site coaching sessions and classroom visits.
3. Administrators visit mathematics classes for formal and informal observations to support learning. Feedback is provided through the use of the Danielson Framework as the guiding principle.
4. Review of classroom assessments and item analysis by teacher teams and administrators as well as review of scholarship reports to identify at risk students.
5. Programmer and administrators, with the support of guidance personnel, schedule at-risk students into ICT classes to provide the support of Special Education teachers.

6. Programmer and guidance personnel develop push-in ESL schedules so that English Language Learners (ELLs) receive instructional support from the ESL teacher responsive to their needs.

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

1. We expect that at the midpoint of the school year, 80.0% of students enrolled in Integrated Algebra classes will pass their course of study.
2. We will monitor the efficacy of the consultant support as demonstrated by effective lesson planning and instructional practices and increased passing rates on student assessments.
3. Administrators and consultants will meet with teachers at the conclusion of marking periods to review student progress. Teacher practices will be observed during scheduled visits to provide feedback in developing engaging lessons. Support will be provided as identified at post-observation conferences.
4. Progress towards our goal will be measured at the conclusion of the fall semester as well as at the completion of each marking period.
5. Review of class enrollments to demonstrate that all mandated at-risk students are scheduled for the appropriate ICT classes.
6. ESL teachers will push-in to Algebra classes to support our ELL students as noted on class rosters.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2015 – June 2015
6. September 2014 – June 2015

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

1. Scheduling student tutoring as identified by content teachers during after-school and Saturday school.
2. Funding dedicated to support AUSSIE consultants and for teacher collegial visits.
3. Scheduled and unannounced classroom observations to support teachers in enhancing their understanding and use of the Danielson Framework.
4. Review of student assessments with teachers to identify patterns and trends that may impact curriculum mastery.
5. Funding to provide ICT classes to students identified as mandated additional supports
6. Funding to provide ESL services in class and after-school tutoring to support our ELL population.

**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).

- To ensure active parental support in achieving this goal, we intend to use the following strategies.
- Parental visits during teacher conferences
  - Ongoing phone outreach through our phone messenger system
  - Administrator outreach to parents of at-risk students
  - Parent Saturday breakfast workshop for our 9<sup>th</sup> grade academy students to meet with math teachers
  - Guidance intervention as needed
  - Report card distribution and posting on Skedula

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

Tax Levy City-Wide Instructional Expectations (TL CIE) will be used to offer tutoring in mathematics, specifically in algebra, for three hours on Saturdays for 28 sessions from September 2014 through June 2015.

Supplemental funds will be drawn from Tax Levy FSF, Tax levy Children First Funding, FSF legacy, Title III.

Additionally, these funds will be used to support professional development by our AUSSIE consultants for mathematics teachers for bi-weekly sessions for the duration of the school year as well as after-school tutoring by selected mathematics teachers.

## 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 2015, there will be a 5.10% increase in the average course passing rate in all mathematics courses from 74.9% to 80.0% as evidenced by Scholarship report data from STARS.

### 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.

Freshman students as well as all students are required to pass mathematics courses in order to be granted diplomas. Students who are struggling and are disengaged with mathematics are the target for this goal. Our data indicates that last year we had a 64.0% pass rate in the Algebra courses, 75.0% pass rates in geometry courses and 58.0% pass rate in the trigonometry courses. These mathematics skills are most important to ensure that our students are College and Career Ready. Student passing rates on the State mandated Regents exams in mathematics has indicated that we need to provide support for our students in their growth in this academic content area.

### 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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Offer Integrated Co-Teaching models to support students with special needs.
2. Provide ongoing professional development for all staff teaching mathematics courses utilizing the *Danielson Framework*.
3. Schedule subject team meetings in mathematics to support teacher-skill development through inter-visitation and sharing of best practices.
4. Tutoring during and after school as well as during Saturday school to provide additional content support in mathematics.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Scheduling of Special Education teachers into ICT mathematics classes to support our at-risk population.
2. Professional development by Network staff, AUSSIE consultants, city-wide professional development meetings
3. Teachers of mathematics meet regularly to provide support in developing courses of study, curriculum maps and units of study. Administrator observations to offer additional guidance and support.
4. Scheduling of tutoring on Saturday and after school by content teachers to support students.

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

1. Teacher schedules in STARS aligned to the program recommendations as mandated on students' individualized educational plans (IEPs) and noted in STARS.
2. Agendas of meetings within our school and from external professional development to be scheduled during faculty meetings and as available city-wide.
3. Agendas of grade team meetings and strategies which have been developed throughout the school year. Administrator feedback to confirm and support the implementation of instructional strategies.
4. Saturday school tutoring and sign-in sheets of students participating in our extended support sessions.

#### **4. Timeline for implementation and completion including start and end dates**

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015

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

1. Students are scheduled based on course passing data as noted on transcripts, ICT teacher in mathematics will be provided with Common Planning time.
2. Staff members are provided with class coverage to facilitate attendance at meetings.
3. School schedule is implemented to support set-aside time for professional development activities focused on mathematics instruction for students on all levels, including Special Education and English Language Learners.

4. Students are available to attend Saturday school and course specific math instructors are recruited to provide tutoring

**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).

- To ensure active parental support in achieving this goal, we intend to use the following strategies:
  - Parental visits during Teacher conferences
  - Ongoing phone outreach through our phone messenger system
  - Administrator outreach to parents of at-risk students
  - Guidance intervention as needed
  - Report card distribution and posting on Skedula
  - Teacher outreach as needed during scheduled parental contact days as well as necessary.

**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		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.

Tax Levy City-Wide Instructional Expectations (TL CIE) funds will be used to support per session tutoring in mathematics one day per week for 1.5 hours after-school. Additionally, Saturday tutoring covering varied mathematical content will be provided for three hours for 28 sessions from September through June.

Supplemental funds drawn from Tax Levy FSF, Tax Levy Children First Funding will be used to support mathematics teachers as well administrative staff in offering tutoring as well as guidance interventions during after-school tutoring and on Saturdays.

Additional support will be provided through professional development by our AUSSIE consultants on a bi-weekly basis from September through June through Tax Levy funding.

### **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.

By June 2015, the passing rate of our students in cohort S 2013 / class of 2017 (our Sophomore Academy students) on the Earth Science Regents exam will increase by 12.0%, from 22.0% to 34.0%, as measured by the June 2015 Earth Science Regents results.

#### **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.

Students who are enrolled in Regents level science courses are expected to take and pass the requisite State Regents exam. Based on last year's data, student pass rates on the Earth Science Regents was 22.0%. It is our goal to improve on that passing rate to ensure that our students are College and Career Ready. Academic rigor in a school is evident when students enrolled in Regents level courses are expected to pass the corresponding exams and we strive to achieve this goal.

#### **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.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Rigorous instruction and actionable feedback will be provided to students by the content teacher and ICT teacher.
2. Ongoing observations, both formally and informally, will be conducted to provide our teachers with actionable next steps.
3. Identifying instructional aides to assist in the delivery of the curriculum.

##### **2. Key personnel and other resources used to implement each strategy/activity**

1. General Education, Special Education and English as a Second Language teachers will collaborate to develop units and lessons of instruction the infuse instruction with differentiated strategies.
2. Administrators, AUSSIE coaches and Network Achievement Coaches will conduct observations and walkthroughs on a regular and timely basis to ensure that Earth science teachers receive actionable feedback with follow up support on a regular basis.
3. The utilization of digital media as well as textbooks, review books, laboratory experiences and hands on activities will help to facilitate student engagement.

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

1. Review of course scholarship reports each marking period to ensure that target students in our sophomore academy, Cohort S, are passing at a minimum of 70.0%
2. Ongoing analysis of administrative observations to provide feedback and professional development support to teachers based on individualized needs with follow up observations to confirm implementation of specifically recommended strategies.
3. Dedicated purchases of requisite texts and supplies to support our students as they complete laboratory activities.

##### **4. Timeline for implementation and completion including start and end dates**

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015

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

1. Students are scheduled for classes and laboratory experiences as mandated by State regulations.
2. Funding set aside to support purchases of instructional materials.
3. Professional development using the Danielson Framework as a guide for all teachers of our target group. This will include teachers across all content subject areas

#### **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).

- To ensure active parental support in achieving this goal, we intend to use the following strategies:
  - Parental visits during Teacher conferences

- Ongoing phone outreach through our phone messenger system
- Administrator outreach to parents of at-risk students
- Guidance intervention as needed
- Report card distribution and posting on Skedula

***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	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.

Tax Levy City-Wide Instructional Expectations (TL CIE) funds will be used to support the teaching staff with per session for 1.5 hours per week from September until June to provide tutoring in Earth Science. Science teachers will also conduct tutoring covering Earth Science content on Saturdays from 9:00 – 12:00

Supplemental funds will be drawn from Tax Levy FSF, Tax levy Children First Funding, FSF legacy, and Title III will be used to support counselling for our at-risk students and provide AUSSIE professional development services for our Earth Science staff.

Our at-risk population enrolled in Earth Science will also be supported by guidance and administrative staff utilizing funds through Tax Levy FSF as well.

## 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.

### **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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1.

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

1.

#### **4. Timeline for implementation and completion including start and end dates**

6.

#### **5. 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).

### **Budget and Resource Alignment**

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

	Tax Levy	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 #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.

- **Strategies/activities that encompass the needs of identified subgroups**
  - 1.
- **Key personnel and other resources used to implement each strategy/activity**
  - 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 1.
- **Timeline for implementation and completion including start and end dates**
  - 6.
- **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).

### **Budget and Resource Alignment**

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

	Tax Levy	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.

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Students are provided additional readings as noted on Individualized Educational Plans (IEPs). English Language Learners (ELLs) also receive push-in services by our English as a Second Language (ESL) teachers during selected content periods.	Students receive tutoring individually and in groups based on unique needs and specified IEP goals and ELL levels as noted on the NYSITELL and NYSESLAT exams.	Additional help is provided during lunch periods, after-school and Saturday school tutoring.
<b>Mathematics</b>	Students receive assistance as needed by subject teachers based on student progress. Teachers review IEPs and ELL levels in consultation with ESL and Special Education teachers. Assistance is provided in problem solving and Regents exam preparation. Support is also provided through the use of available glossaries.	Students are assisted as needed in either group settings or individually in the class or during after class tutoring. Teachers review student progress based on scholarship reports and collaborative reviews of student progress during grade academy and subject team meetings.	Additional help is provided during lunch periods, after-school and Saturday school tutoring.
<b>Science</b>	Assistance is provided by subject teachers during class when developing collaborative groups and in modifications of assignments. Assistance is also provided in completing laboratory assignments to qualify for the Regents exams.	Students are assisted as needed in either group settings or individually in the class or after class tutoring. Teachers review student progress based on scholarship reports and collaborative reviews of student progress during grade academy and subject team meetings.	Additional help is provided during lunch periods after-school and Saturday school tutoring.
<b>Social Studies</b>	Students are provided with remediation in writing skills as they prepare for the Regents exams in this subject. Teachers provide guidance in developing cogent writing strategies and are modified based on ELL and IEP Mandates.	Students are assisted as needed in either group settings or individually in the class or after class tutoring. Teachers review student progress based on scholarship reports and collaborative reviews of student progress during grade academy and subject team	Additional help is provided during lunch periods after-school and Saturday school tutoring.

		meetings.	
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>Guidance counseling by identified Counselors. School Psychologist Social Worker. Additionally, students receive required services through our related services staff.</p>	<p>Counseling provided during the school day in groups or one-to-one as mandated on IEPs. Psychologist provides Initial and Triennials as required. Social worker provides services as needed based on IEP's and at Initial placement.</p>	<p>Services are provided during the school day on specified schedules when students are not in a content class. As necessary, students may be provided additional counseling and support at any time during the day as warranted by unexpected events.</p>

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

- A. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
We recruit teachers through the DOE recruitment fairs and through the Open Market transfer process. Prospective candidates are asked to present a classroom lesson to school administrators to demonstrate competency in lesson planning and content delivery. Hired teachers are provided with regular teaching schedules and assignments. Teachers are assigned to an Academy based on subject and grade level. Academies and teams meet weekly to review student progress and course content implementation.
Each new teacher is assigned a mentor for the first year. The mentor meets with the teacher several times per week to assist in lesson planning and delivery. New teachers are also mentored by an assigned school administrator during the school year. New teachers are provided assistance in lesson planning, classroom management, clerical responsibilities by school administrators, mentors, and subject leaders. To ensure ongoing development of our new staff members, we provide professional development by school administrators either individually or at weekly faculty conferences. Additionally, professional development is provided through our <i>AUSSIE</i> consultants and Network specialists. New teachers are assisted in implementing inter-visitations to various classes in the school and to community schools.
We also participate in the New Teacher Center (NTC) program, supporting second and third year as well as new teachers in developing their instructional skills.
Funding is designated for those teachers who wish to enroll in advanced college courses to further develop their professional skills.

**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).
Funding is designated for these teachers who wish to enroll in advanced college courses to further develop their professional skills.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are used as set-asides for Students in Temporary Housing (STH). School staff attends professional development to develop a greater understanding of the needs of STH students. Violence prevention and awareness is addressed through school assemblies and guest speakers to alert students to the dangers of violence or bullying in and out of school.

**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.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Teachers meet in grade and subject teams to identify the appropriate assessment tools that are needed to monitor student progress. These assessments are both baseline, formative and summative in nature. Administrators review the proposed exams along with our *AUSSIE* and Network specialist consultants to validate the efficacy of those exams prior to use. Results are reviewed to monitor progress and identify targets for differentiation as needed to insure that all students are well supported, including ELL's and SWD students.

**TA Schools Only**

**Use of Program Resources**

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

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP)**

**SCHOOL PARENTAL INVOLVEMENT POLICY**

2014 - 2015

**PART I GENERAL EXPECTATIONS**

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

- The 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, the 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.
- The 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.
- The school 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 ensuring—*

- *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. The **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. The **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. The **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 through school staff and the Translation and Interpretation Unit.

4. The **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. The **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 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 on *PupilPath* website
- how to work with educators
- how to communicate with teachers and administrators through our internet *PupilPath* website

- 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 and glossaries in native languages as requested and 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.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with  
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 to parent 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. WE also distribute school calendars and newsletters.

### Part III **DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY**

#### **COMPONENTS INCLUDE**

- involving parents in the development of training for teachers, principals, and other education to improve the effectiveness of that training;
- providing 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;
- training parents to enhance the involvement of other parents;
- 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;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based involvement activities; and providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*.

#### **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 **9/20/2014** 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, 2015.

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(Signature of Principal)

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December 10, 2014

(Date)

# SCHOOL-PARENT COMPACT

2014-2015

The Rachel Carson High School for Coastal Studies and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2014-2015.

## **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

<b>School Responsibilities</b>
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The Rachel Carson High School for Coastal Studies will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**  
We provide a Standards-based curriculum with a concentration in marine biology and environmental science. Our curriculum is based upon the New York State Learning Standards for high schools, in addition to incorporation of the New Common Core Standards.
- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**  
Parent- teacher conferences are conducted during the fall and spring semesters, during the months of October and March.
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**  
Report cards are provided six times per year. In addition, teachers on an individual basis provide reports as necessary.
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**  
Staff members are available for parent conferences during the school day as schedules allow in addition to pre-scheduled after-school meetings before or after the school day.
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**  
Parents are always welcome to volunteer and participate through our Parent-Teacher Association and our School leadership Team. Parents can observe classroom activities following consultations with the teacher.

<b>Parent Responsibilities</b>
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We, as parents, will support our children's learning in the following ways:

- supporting my child’s learning by making education a priority in our home by:
  - making sure my child is on time and prepared every day for school;
  - monitoring attendance;
  - talking with my child about his/her school activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children’s education;
- promoting positive use of my child’s extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

STUDENT RESPONSIBILITIES
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We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school’s/class’ rules of conduct;*
- *ask for help when we don’t understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The Rachel Carson High School for Coastal Studies will:

- involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;

- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Rachel Carson High School for Coastal Studies will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating with the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.



**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**DBN: 21K344**

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$357,995.88	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,884,302.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal,

State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives

regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: Rachel Carson High School	DBN: 21K344
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 62
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

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

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 funding to support and service all immigrant students, regardless of their English Language Learner status.

The programs that we offer are as follows:

☐ After-school small group instruction by ESL and content subject teachers on Wednesday's from 2:30 PM to 3:30 PM.

☐ Saturday Academy small group instruction by content subject teachers every Saturday that the school building is open. The hours are from 9:00 AM to 12:00 Noon.

☐ Ongoing support for former ELLS 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, Ukraine, Turkey, Pakistan and various Latin American countries.

Our ESL immigrant population is comprised of all grade levels, 9-12. Additionally we serve the needs of students who have been identified as Special Ed ELLs.

We will provide after-school instruction two days per week for one hour sessions for our ELL population by our ESL staff and on Saturday.

All after-school programs will be in session between October and June.

### 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 tool with which we can 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 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 techniques 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. They also provide strategies to use with individual students. Some of the topics covered are the use of extended time for ELL students. Instruction is provided through 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. The teacher PD is provided on a monthly basis during faculty conferences and individual PD from Septmeber to June.

### 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

**Part D: Parental Engagement Activities**

- 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 bond between the school and its students.

In order to implement this principle, 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. We also hold conferences for parents of ELL's to introduce them to ESL content area classes. These meetings will be held at the beginning, the middle and end of school year. The purpose of these meetings is to have parental involvement and support for ELL's language development and content area understanding.

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 and Pupilpath parent link. We also provide tutorials in reading and understanding student transcripts and recognizing the State mandated graduation requirements.

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 through 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"> <li>• Per session</li> </ul>	_____	_____

**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.
<ul style="list-style-type: none"> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>344</b>
School Name <b>Rachel Carson High School for Coastal St</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Edward Wilensky</b>	Assistant Principal <b>Abraham Furleiter</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Emanuela Preda</b>	Guidance Counselor <b>Beverly Malek</b>
Teacher/Subject Area <b>Mary Evans</b>	Parent <b>Mary Jayne Joy</b>
Teacher/Subject Area	Parent Coordinator <b>Dedra Johnson</b>
Related Service Provider <b>Adam Gold</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Ada Cordova</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>528</b>	Total number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>11.36%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										6	6	3	3	18
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	6	3	3	18

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	12
SIFE	1	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	17

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25	0	2	18	1	3	17	0	7	60

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>25</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>1</b>	<b>3</b>	<b>17</b>	<b>0</b>	<b>7</b>	<b>60</b>
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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**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										5	3	2	4	14
Chinese										1	4	0	2	7
Russian										2	3	0	3	8
Bengali										0	0	0	1	1
Urdu										4	4	2	2	12
Arabic										1	1	0	0	2
Haitian										0	1	0	0	1
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	1	0	0	1
Albanian										0	0	0	0	0
Other										4	4	3	3	14
<b>TOTAL</b>	<b>0</b>	<b>17</b>	<b>21</b>	<b>7</b>	<b>15</b>	<b>60</b>								

## 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)										1	0	0	0	1
Intermediate(I)										11	1	3	3	18
Advanced (A)										7	6	7	1	21
Total	<b>0</b>	<b>19</b>	<b>7</b>	<b>10</b>	<b>4</b>	<b>40</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										0	0	0	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										15	6	1	2
	A										3	0	2	1
	P										3	2	0	2
READING/ WRITING	B										1	0	0	0
	I										16	6	3	3
	A										0	0	0	0
	P										3	2	0	2

**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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	11	0	2	0
Integrated Algebra	21	0	13	0
Geometry	4	0	2	0
Algebra 2/Trigonometry	2	0	0	0
Math _____				
Biology				
Chemistry	3	0	0	0
Earth Science	6	0	0	0
Living Environment	16	12	5	7
Physics				
Global History and Geography	13	0	2	0
US History and Government	12	0	5	0
Foreign Language				
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:**

- 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.  
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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

At this time, the following are our data patterns for ELL proficiency across all grades: beginners 7, intermediate 26, advanced 27  
We have found that our advanced group is the largest . This represents measurable progress for our intermediate students from last year. Five students were tested using the LAB-R at our school to date. All other students were tested last year at our school or at their middle schools.

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 [AMAQ tool](#))

Instruction will be planned according to each students achievement in each modality on the NYSESLAT and teacher designed assessments.

Our L2RPT data indicates that of our graduates who are ELL's, 25.0 % scored 0-54, 12.5% scored 55-64, 50.0% scored 65-84 and 25.5% scored above 75 on the ELA Regents, at total of 8 students. These findings indicate that we must do the following: Each student will receive support and instruction in their areas of weakness that the assessments reveal. Our Beginner students will receive extended support with push-in models for literacy in two content classes. Our intermediate and advance students comprise our largest group and they will receive additional support in ESL classes to complete content course requirements.

4. For each program, answer the following:
- 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?

A. ELL students were afforded the opportunity to take New York 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 that would be expected due to the use of native language. Many of our ELL students chose assessments in English and in most cases they did not pass those assessments. Students had some success on the Algebra and US History exams in English with about half of the students passing. The exception is the Living Environment Regent's, in which a slightly higher percentage of students passed in native languages. We reviewed the patterns across grades for our state assessments. Many ELL students preferred to take the assessments in English while using native language exams as support. These students also 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.

C. We discovered that ELL students have the most difficulty in reading and writing, the two critical areas of language acquisition which take the greatest time to develop. Students are encouraged to write in their native languages to help in developing their native language academic skills. Translating those skills writings to English helps develops their English skills. To support these efforts, we have an ESL library and we maintain native language texts to assist our students. We also use the Rosetta Stone software to assist in translations.

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](#).)

NOT APPLICABLE

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

Instructional decisions are based on the needs of the students. Those at the lowest proficiency level will be provided with extensive remediation to ensure that they progress in proficiency levels. All teachers are notified of all ELL students' proficiency levels to ensure 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. We noted that our largest cohort is the advanced students, of whom we have 27.

7. 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?

NOT APPLICABLE

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

In order to monitor success of our ESL programs, we review student data based on the following parameters:

- Credit accumulation during each semester
- Report card grades during each marking period
- Improvements on periodic assessments
- NYSESLAT progress in proficiency levels

- e) Regent's exam results and passing rates
- f) Graduation rates of our ELL students

These results allow us to modify our instructional programs and mentoring procedures to ensure ongoing student success. We do not use native language in ESL courses other than informal translations among students. The following state assessment data indicates the overall progress of our ESL students as they complete their graduation requirements. Passing rates on Regent's examinations: ELA 18%, Algebra 62%, Geometry 50%, Chemistry 0%, Earth Science 0%, Living Environment 43%, Global History 15%, US History 42%

## 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](#).)  
Students who are newcomers to the school and have not attended New York City 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, assist in administering the LAB-R. Mr. Furleiter, the assistant principal, also reviews the Home Language Surveys which are provided in all available languages. Translation services are provided principally by in-house staff and, when necessary, the DOE translation and interpretation unit and outside vendors. Based on the responses, if a language other than English is dominant in the home, the LAB-R is given and reviewed. Students are then placed in the appropriate ESL setting and the exams are sent 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. 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 enrollment. 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 students who are entitled to the NYSESLAT exam using the ATS report. This report identifies each student entitled to be tested and their NYSESLAT and LAB-R exam history. Ms. Horvath, Ms. Preda and Mr. Furleiter review this report as they prepare the number of exams. The speaking portion of the exam is administered individually to each student by Ms. Preda and Ms. Horvath in a dedicated room. The listening, reading and writing portions of the exam are administered to students in a designated classroom.
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.  
Parents of identified ELL students are invited for a parent orientation meeting at the school. Invitations are sent in native languages and translation services are offered during the meetings. At the SSL parent orientation meetings our ESL teachers provide parents with translated information about the three options (Dual Language, Bilingual and Freestanding) available in NYC public schools. Video presentations are provided in native languages as necessary. We only offer the self-contained ESL model. At the high school level, in addition to parental requests for a bilingual program, there must be 20 or more students with the same home language AND at the same grade level in order to open the program.  
  
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 indicated they are in that language group to 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. 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 [\[see tool kit\]](#).)  
Parent Surveys are distributed during the ESL orientation for parents at the beginning of school year or upon new ESL student enrollment. 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. 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.

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 and interpreters are provided when requested. Parents are advised of the three instructional models and those which are available at our school. Should a parent request a model not implemented here, parents will be assisted in finding an appropriate school which offers the option of their choice in the language they speak. At this time, we do not have sufficient numbers of students who speak the same language to offer another model. For parents who are adamant about having their son or daughter in a bilingual program, and if the school does not have sufficient numbers at the time to open a program, send the request to [ELL Program Transfers@schools.nyc.gov](mailto:ELL.Program.Transfers@schools.nyc.gov).

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.

This school year, we have had seven new admissions to our ESL program thus far. The parents were informed about their child's language level and attended the orientation meeting. These parents requested the ESL self-contained setting. Parents are always notified of their option to send their child to a different school with different program options. Currently, all parents are satisfied with the instruction their children receive and we have had no requests to other programs. Many of them also prefer to have their students in a small school setting. We review the RLAT to identify all students that must sit for the NYSESLAT exam. The ESL teachers, Ms. Horvath and Ms. Preda insure that all students are reminded to take the exam. The NYSESLAT exam is given as scheduled, with students receiving both the Listening and Speaking and Reading and Writing. Attendance is maintained and absentee students are asked to take the exam when returning to school so long as it is within the permissible time limits.

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. 

In our school we do not have twenty ELL's who speak the same language and all parents have opted for a self-contained model. We do not anticipate a sufficient number of new ESL students in any specific language group at this time to form either of the other two options. We have two licensed teachers to ensure that the students receive appropriate ESL instruction.

## 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])?
    - Students are enrolled in ESL classes based on their levels. Beginners attend three classes per day, for a total of 720 minutes per week. Intermediate level students receive 480 minutes per week and Advanced students receive 240 minutes of ESL instruction per week. Students remain in the class as a cohort in the ESL classes only.
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 have on staff two licensed ESL teachers. The ESL classes are assigned to these teachers. At this time, one teacher provides instruction to the Beginner level students and the other teacher provides instruction to the Intermediate and Advanced students. Advanced level students are scheduled for 220 minutes of ESL services and 220 minutes of ELA classwork on a weekly basis.

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.

Content classes are taught by the designated licensed teachers. Students are supported by the sharing of critical information between the content area teachers and the respective ESL teachers. The ESL teachers then provide translations and reading support to assist the students in mastering the content materials. Instruction in content classes is differentiated to meet the needs of the various levels of ELL student proficiency.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not evaluate our ELL students in native language as we do not offer a bilingual program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELL students are evaluated in their reading, writing, listening and speaking skills throughout the year. Our ESL teachers provide formative assessments as well as the use of the Periodic Assessments tests to monitor student progress. These assessments help in guiding instruction for all of our ELL students.
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).

Identified SIFE students are provided tutoring in subject classes to assist in developing proficiency. The SIFE students are scheduled for required classes as well as review and assessment preparation and review sessions before school, after school and during the day.

Newcomers are provided support to insure that they attain language proficiency as quickly as can be developed. Students continually receive support from all staff members and our ESL teachers.

Long term ELL's receive additional support in classes and tutoring during school days, after school and during Saturday school.

Former ELL's continue to receive support in classes as well as accommodations on assessments as mandated by the appropriate regulations.

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?

ELL students with disabilities are provided support by our ESL teachers as well as our ICT collaborating teachers. This target group of students is offered additional tutoring in content and ELA classes. Students are allowed testing accommodations on all assessments. Materials to support this unique cohort of students is reviewed that it is academically rigorous, yet meet the needs of students with diminished academic skills. Our SWD students are offered the State Regents exams and we provide tutoring to insure their success.
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?

ELL students with disabilities are scheduled for either ICT or SETSS or related services as per the IEP. We insure that students

receive the appropriate setting with the support of our Special Education teachers. The students in SETSS receive additional support by their assigned teacher. All teachers of ELL's with disabilities are aware of their levels and support their growth. Our ESL teachers are equally involved in supporting our SWD students. They provide additional remediation and tutoring as necessary as well as testing accommodations as noted on the IEP's.

### 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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

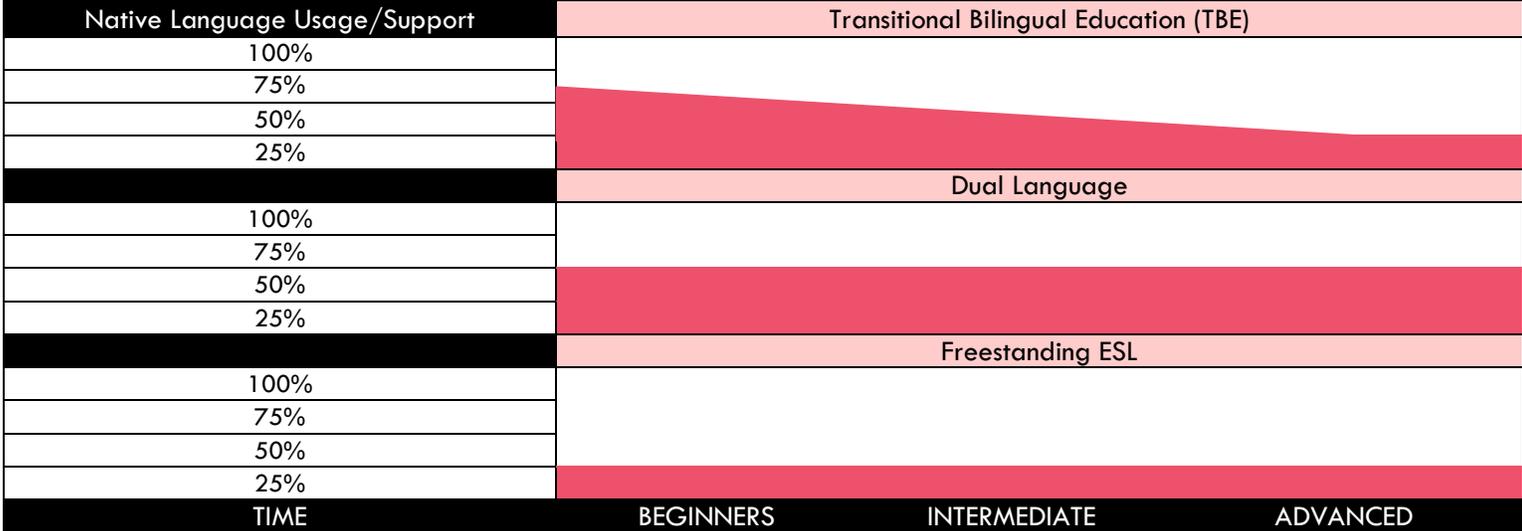
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.
- ELL students are supported in their content classes by respective teachers. Assessment results are reviewed to identify areas in need of remediation. All teachers review a list of our ELL students and their unique levels of proficiency.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effective in that last year, we had all but one student move up in levels on the NYSESLAT. This was due to the ongoing support of the entire staff. This year, we are continuing the same strategies. Student assessment results are reviewed to insure that adequate progress is being made by everyone. Student passing grades in content class for the first marking period were an overall 74.03 %. We will endeavor to continue with additional supports to insure that the target ESL student improve in all subject areas.
11. What new programs or improvements will be considered for the upcoming school year?
- To assist our ELL students, we are implementing a push-in model for one period a day. Our ESL teacher pushes into a science class to assist ELL students in that class. Additionally, we have developed a team of teachers who are focusing on our beginner students. This team is assisting students in two subject areas, science and social studies. We are implementing an action research model that supports our ELL students in these content classes through teacher professional development and a team approach with the whole team and an administrator.
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any services. We are enhancing existing services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All ELL's in our school have equal opportunity for all programs. Our ELL's attend tutoring and other after-school programs as they wish. We are an inclusive school supporting everyone. We have after-school tutoring, Saturday school and courses offered by our CBO, the YWCA. Our ELL students are encouraged to join various clubs and sports which are offered at our school and at our cooperating school. ELL students are also invited to participate in our talent show as well.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ELL students have access to computers and laptops in classes and in the library. We use glossaries and Achieve 3000 to support our students. Our students also use the Google website to assist in translations. Our ELL students are allowed to use electronic translators where appropriate in classes as well.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We only use native language as an aide through peer groups in subject and ESL classes. When feasible, we ask students with language skills to assist fellow students who speak the same language
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. All services that are used have been identified as suitable for high school students. Reading materials are provided based on student levels and cognitive ability. All resources have been reviewed by our ESL teachers to insure that they are supportive and forward looking.
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.
- At the beginning of the school year, we provide two days of freshman orientation. All students, including ELL's meet with their teachers on one day for review of course requirements. The following day, the students go on a trip to the New York Aquarium to conduct dissections and participate in a guided "behind the scenes" tour. New ELL's arriving during the school year are introduced to their classmates and we try to find students from similar native countries to serve as buddies as the students are acclimated to our school.
18. What language electives are offered to ELLs?
18. We currently offer a three year sequence of Spanish as the foreign language course of study for all students, including ELL's.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

19. Not Applicable

### 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.

We provide professional development for our ESL teachers throughout the year. Ms. Horvath has attended P.D. sessions to improve her engagement skills. Ms. Preda is participating in an Action Research project to assist in developing student literacy in ELA and content classes. Ms. Preda shares this information with Ms. Horvath as they develop strategies for our ELL's. We also support our ELL teachers with professional development from our AUSSIE consultants. This strategy helps our ELL teachers incorporate the New Common Core Standards in classes as students prepare for the NYSESLAT.

To support incoming students, we review their data from previous years on the ELA and math exams as well as the NYSESLAT and LAB-R. We share this information with all teachers in order to more fully support our ELL population.

Our ESL teachers meet with staff to apprise them of the needs to support ELL students. We also provide training in the form of professional development from our AUSSIE consultants.

## 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?

We provide all relevant notices in all languages available through the translation unit. We also conduct PTA meetings and encourage parents of ELL's to attend. We will be instituting our ELL parent Saturday tutoring sessions. Parents of ELL's have been invited to participate in a college night with college representatives.

We have a partnership with the YWCA and support all students, including ELL's with after-school courses, clubs, trips to cultural events and colleges. We also partner with Kingsborough Community college to foster College Now courses to ELL students as well as all students. These services help our ELL students succeed in classes and earn credits towards graduation.

We meet with parents during their initial visits to our school to identify any unique needs they may have. We also meet with parents during Parent/Teacher conferences and when parents visit the school. At these meetings we always inquire as to the needs of the parents and provide guidance to insure that they receive the appropriate services.

We provide support to parents to insure that they are aware of their child's needs and supports system which is available in school. Any parents that voices a concern is assisted and guided to insure that all needs are met.

## 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: <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		1/1/01
Abraham Furleiter	Assistant Principal		1/1/01
Dedra Johnson	Parent Coordinator		1/1/01
Emmanuela Preda	ESL Teacher		1/1/01
Mary Jane Joy	Parent		1/1/01
Mary Evans	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Beverly Malek	Guidance Counselor		1/1/01
Ada Cordova	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster:** 2      **Network:** CFN 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**

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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 all parents across different languages we have instituted the following protocols:

- A. A database is created of all home languages spoken by our students.
- B. We translate all important letters to parents through the translation unit prior to sending them home.
- C. All parents that visit the school and require translation services are assisted either through our in house staff teachers who speak the same language or through the interpretation unit.
- D. Signs are posted in all available languages at our entrance and main office to advise parents of the availability of the translation services.

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 other schools in our campus which has aided us in supporting all parents. We have found that our ongoing outreach to parents has indicated that parents feel supported by our services. We continue to notify students, teachers and parents of the readily available translation services in order to ensure 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 message system, which makes calls in several languages.

## Part B: Strategies and Activities

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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 in ample time to be available when needed for mailings or distribution. We also provide interpretation services when requested by contacting the interpretation unit and a private DOE approved vendor. We have also set aside funding to support translation needs that may occur throughout the school year. We also assist parents by translating documents when possible. We ask staff members and parents who attend our SLT and PTA meetings to indicate which languages they are capable of translating. These volunteers are 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/interpretation 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.

After reviewing our translation needs, we have found that we have been to provide translations as needed without any difficulty. We have also had the benefit of translators from other schools at our campus. 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.

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. 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 maintains a list of all parent's preferred languages in our records and on our emergency contact cards.

When necessary, we will contact the interpretation unit or our DOE approved vendor and ask that they conference a call to a parent using the

preferred parental language.