

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DRAFT - PENDING SUPERINTENDENT APPROVAL

DBN: (i.e. 01M001):

16K669

School Name:

RESEARCH AND SERVICE HIGH SCHOOL

Principal:

ALLISON FARRINGTON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 16k669
School Type: Transfer School Grades Served: 10-12
School Address: 1700 Fulton Street, Brooklyn, New York, 11213
Phone Number: 718-804-6800 Fax: 718-804-6801
School Contact Person: Allison Farrington Email Address: Afarrin@schools.nyc.gov
Principal: Allison Farrington
UFT Chapter Leader: Ashley Brown
Parents' Association President: Cindi Van Petton
SLT Chairperson: _____
Student Representative(s): _____

District Information

District: 16 Superintendent: Lashawn Robinson
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: _____
Network Number: 402 Network Leader: Cristina Jimenez

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
ALLISON FARRINGTON	*Principal or Designee	
ASHLEY BROWN	*UFT Chapter Leader or Designee	
CINDI VAN PETTON	*PA/PTA President or Designated Co-President	
STEPHANIE TABERTUS	DC 37 Representative, if applicable	
SHAQUASIA BROWN	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
AMANDA ST. VIL	CBO Representative, if applicable	
JANET IRBY	Member/ PARENT	
HERMAN NICHOLSON	Member/ PARENT	
DENEISHA STEVENS	Member/ STUDENT	
TAMEKA STEWART	Member/ PARENT	
CHRISTOPHER SMITH	Member/ ASSISTANT PRINCIPAL	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Research and Service High School (RSHS) is a community high school that fosters intellectual curiosity and lifelong learning through civic engagement and cultural relevancy. RSHS believes students learn best when what they learn is personally meaningful and they understand the importance of their role in designing and implementing plans for community economic, social and political development. To achieve the school's mission and vision, academic proficiency, youth development, college and career exposure is at the forefront of the work.

Located on the Boys and Girls High School Campus in the Bedford - Stuyvesant section of Brooklyn, Research and Service High School serves a population of students from grades 9-12. The school currently has 219 students enrolled. Sixty-one students have an IEP, and eight receive ELL services. According to ATS, the student-body is comprised of 84% African/Caribbean American, 15% Latino, 1% other, 50% male and 50% female. Additionally, 81% of students are economically disadvantaged and qualify for free lunch.

According to (ATS) report, students transferred from over 50 high schools in New York City and five students came from school outside New York State. Over 85% of students entering Research and Service High School in 2013 failed the New York State Mathematics Regents and 74% failed the English Language Arts Regents. Many of our struggling students suffer from academic and social problems, which impede their ability to attend school regularly.

Research and Service High School (RSHS) is deeply rooted in a history of wanting to successfully educate a diverse group of young people to understand themselves and their society against the background of their total cultural heritage and the promise of their individual and collective future. Our overarching purpose is to educate students and challenge them to grow to their fullest potential. A major outcome we seek is to prepare them to play effective professional and leadership roles in society and to become productive citizens in the national and world community. RSHS believe strongly in equality of opportunity and recognize that exquisite talent is often hidden in students whose finest development requires unusual educational and personal reinforcement.

We will take a three- tiered approach to effectively educate our students inclusive of Purposeful Instruction, Purposeful Research and Purposeful Service. The first tier will focus on Purposeful Instruction. The goal is to create lifelong learners by establishing clear connections between education, careers, what students learn and the changing needs of the global workforce.

The second tier to our approach is to help students engage in Purposeful Research. The aim of these courses is to more fully engage young people, by harnessing their natural interest in where and how they live and by using their own community as a source of learning and action.

The third tier is to have students engage in Purposeful Service. We are committed to extending learning beyond the walls of the school. Purposeful Service will integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. The service activity meets a community need identified by students. The activities will be tied to academic goals and provides an opportunity for student reflection and celebration.

The strength of the school is its well established school culture as documented by the New School Quality Review conducted during thr 2013-2014 school year. Students shared a resounding sentiment that the entire school staff cared for every student and wanted nothing less than success for each on.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the New School Quality Review conducted 2013-2014 the school needed to improve in the following areas:

- Strengthen teacher pedagogy in relation to providing multiple entry points for students with disabilities and English language learners in order to engage all students in higher order thinking that result in high levels of engagement and exemplary work products
- Deepen the employment of ongoing checks for understanding across all classrooms and incorporating student self-assessments so that teachers can be informed on how to effectively adjust instruction that lead to all students demonstrating increased mastery

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2105 all teachers will effectively implement the school’s Four Instructional Foci of improving students, writing, reading usage of academic vocabulary and teacher usage of formative assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Professional development on Judith Hochman Writing Method	All teachers new to Research and Service	October 2014- November 2014	Stephanie Holmes Christopher Smith Allison Farrington
Professional development on incorporating reading strategies	All teachers	September 2014- June	Stephanie Holmes Christopher Smith

		2015	Allison Farrington
Professional development provided by reDesign and Eskolta	Zoe Brown Rythda Destime Kizzy Thompson Lawrence Gonzalez	September 2014- June 2015	Stephanie Holmes Christopher Smith Allison Farrington redesign and Eskolts staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Financial Support

- Per session,
- Funds to support additional staff - substitute teachers
- Professional consultants for professional development
- Supplies and Incentives for students
- Retreats, professional development and trainings

Operational Support

- Create time to support initiatives
- Personnel allocation
- Procurement
- Payroll

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the end of each 20 day marking period teachers are required to create marking period action plans to assess student learning and design instructional supports to assist all students.

At the end of each Trimester teachers are to create Trimester Instructional plans that outline to content they intend to teach for the Trimester. The Trimester Plans also include CCLS standards, content specific vocabulary and types of summative assessments to be used during the term.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the New School Quality Review conducted 2013-2014 the school was well developed in the following area:

- 1- Structures and youth development programs are in place so that each student is known well by staff in the building that lead to a safe and inclusive school culture that impact students’ academic and personal behaviors. Although the school has a positive school culture the average attendance rate for the 2013-2014 was only 56%

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of all students will see an average change in student attendance by 25%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Use a meeting protocol from Harvard to focus and monitor meetings to develop a data driven culture to support student attendance, student achievement and student suspensions	Attendance Team Pupil Personnel Team Youth Development Team Parental	September 2014 – June 2015	Allison Farrington Stephanie Holmes Christopher Smith Aja Brown Damon Lawrence All teachers Stephanie Tabertus

	Engagement Team Departmental Meetings Teacher Team Meetings		
Use a result-driven protocol to review student work to plan school wide activities, monthly Den Meetings (Town Hall), school trips, clubs and instructional student teams activities	Attendance Team Pupil Personnel Team Youth Development Team Parental Engagement Team Departmental Meetings Teacher Team Meetings	September 2014 – June 2015	Allison Farrington Stephanie Holmes Christopher Smith Aja Brown Damon Lawrence All teachers Stephanie Tabertus
Students are provided youth advisors from our Community Based Organization to provide individual and small group support in the following areas: Personal/ Social Development, Academic, and Career/Post-Secondary Planning	FEGS	September 2014 – 2015	FEGS team
Develop a comprehensive guidance plan to support the needs of every student. Counselor will continually revise the action plan to meet the following benchmarks: 1) Collaborate with Youth Development team to reduce student suspensions and poor attendance 2) Develop action plans to support students with personal and social /emotional issues	Guidance Counselor FEGs Deans Assistant Principal of Organization	September 2014 – June 2015	Aja Brown FEGs staff Edwin Dublin Damon Lawrence Jamilia Boothe-Reed Christopher Smith
Each marking period, the school will increase communication with parents to increase student achievement awareness and additional supports. - Students passing all their classes will: o Receive congratulatory letters mailed home o Students will receive a certificate o Students' names will be in the hallways to highlight students' success and improvement - Students failing 1 to 2 classes will meet with a FEGS youth advisor to develop an action plan to support and monitor improvement between marking periods o Letter will be sent home o Youth Advisors will meet with teachers to discuss additional support options o Students will meet with their Youth Advisor to develop an action plan to support students needs o Action plan will be developed and shared with the school community.	Guidance Counselor FEGs	September 2014 – June 2015	Aja Brown FEGs staff Parent Coordinator

<ul style="list-style-type: none"> - Students failing 3 or more classes will meet with the guidance counselor to develop an action plan to support and monitor improvement between marking periods <ul style="list-style-type: none"> o Letter will be sent home o Guidance counselor will meet with teachers to discuss additional support options o Students will meet with their Youth Advisor to develop an action plan to support students needs o Action plan will be developed and shared with the school community. 			
<p>School will conduct nine Celebration Days to high students in the following areas:</p> <ul style="list-style-type: none"> o Panther Applause – given to students who teachers deemed deserving of an award for a variety of reasons o Most Improved Student – given to students who made improvement throughout the specific marking period o Highest Achiever – given to students who earned the highest course grade during the specific marking period o Attendance – given to students with improved attendance for the marking period 	All teacher	September 2014 – June 2015	All teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Financial Support
- o Per session,
 - o Funds to support additional staff - substitute teachers
 - o Professional consultants for professional development
 - o Supplies and Incentives for students
 - o Retreats, professional development and trainings
- Operational Support
- o Create time to support initiatives
 - o Personnel allocation
 - o Procurement
 - o Payroll

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Achieve Now to support students in need of additional credits and academic support

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the end of each 20 day marking period teachers are required to create marking period action plans to assess student learning and design instructional supports to assist all students.

At the end of each Trimester teachers are to create Trimester Instructional plans that outline to content they intend to teach for the Trimester. The Trimester Plans also include CCLS standards, content specific vocabulary and types of summative assessments to be used during the term.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Several of the teachers on staff have less than two years teaching experience and all have never taught in a Transfer school before coming to Research and Service High School. It is imperative for teachers to spend time working collaboratively to develop lessons to meet the needs of all students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 educators will engage and collaborate with colleagues and the community at least 2 times per week to respond to diverse learning needs, interests and experiences in order to develop and sustain a common culture that supports high expectations for student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
6. Engage in collaborative protocols to discuss data, student work, and instruction.	All Teachers	Septemeber 2014- June 2015	Stephanie Holmes Christopher Smith Allison Farrington
7. Exercise effective scheduling practices to facilitate maximal use of teaming and co-teaching assignments.	All Teachers	Septemeber 2014- June 2015	Stephanie Holmes Christopher Smith Allison Farrington
8. Plan within grade levels, content areas & teaching teams using reflective practices.	All Teachers	Septemeber 2014- June 2015	Stephanie Holmes Christopher Smith Allison Farrington
9. Create culturally responsive learning environments to meet the needs of all students, including English language learners, economically disadvantaged students, and students	All Teachers	Septemeber 2014- June 2015	Stephanie Holmes Christopher Smith Allison Farrington

with disabilities.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Financial Support

- Per session,
- Funds to support additional staff - substitute teachers
- Professional consultants for professional development
- Retreats, professional development and trainings

Operational Support

- Personnel allocation
- Procurement
- Payroll

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the end of each 20 day marking period teachers are required to create marking period action plans to assess student learning and design instructional supports to assist all students.

At the end of each Trimester teachers are to create Trimester Instructional plans that outline to content they intend to teach for the Trimester. The Trimester Plans also include CCLS standards, content specific vocabulary and types of summative assessments to be used during the term.

Part 6b. Complete in February 2015.

● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In compliance with the new Teacher Evaluation System and the Citywide Instructional expectations, the focus must be on teacher practice. Prior teacher observations revealed that instruction was very teacher centered. Using the lense of the Danielson Rubric, teachers will focus on more student engagement, student to student discussion, encouragement of critical thinking by students through in depth questioning

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Leadership will provide support to 100% of our teachers through frequent classroom visits, actionable feedback, and professional development aligned to the Danielson’s rubric and the Common Core Learning Standards. 75% of our teachers will earn an effective rating on the Danielson Framework by June 2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Professional Development for teachers to use formative assessments (Circulating, Show Me, Slates, Exit Slips, Transition Slips, Take a Stand, Pick Sticks, Head to Head)	All teachers	September 2014	Stephanie Holmes Christopher Smith Allison Farrington
Teacher creating and using summative assessments (Assessment Notebook)	All Regents subject teachers	September 2014- June 2015	Stephanie Holmes Christopher Smith Allison Farrington

Teachers conduct monthly thematic peer observations on effective questioning and discussion techniques, effective use of technology and other topics	All teachers	September 2014- June 2015	Stephanie Holmes Christopher Smith Allison Farrington
All teachers and administration are sent to professional development sessions both locally and nationally provided by ASCD, College Board and other organizations proven to develop teacher effectiveness.	All teachers and administrators	September 2014- June 2015	Stephanie Holmes Christopher Smith Allison Farrington

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
In July and August of 2014 teachers were provided per session to create the Assessment Binders
Every Tuesday and Thursday teachers have departmental teach team meetings to share best practices

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
At the end of each 20 day marking period teachers are required to create marking period action plans to assess student learning and design instructional supports to assist all students.									
At the end of each Trimester teachers are to create Trimester Instructional plans that outline to content they intend to teach for the Trimester. The Trimester Plans also include CCLS standards, content specific vocabulary and types of summative assessments to be used during the term.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Research and Service continues to have a small group of dedicated parents who are very active in the PTA and School Leadership Team. Every year we strive to increase our parent participation. Last year we had an average of 4 parents at every PTA meeting. This year we have also begun to increase our parent attendance through our Open School Events and Open House Events. We are continuing to enhance our already established engagement strategies and programs in order to increase our parent engagement.

PTA Meetings 2014-2015 –

- October 14, 2014 – 3 parent/guardians
- November 1, 2014 – 5 parent/guardians
- December 6, 2014 – 3 parent/ guardians

Open School Afternoon/Evening October 2013 – 10 parents/guardians

Open School Afternoon/Evening March 2014 – 9 parents/guardians

Open House Afternoon/Evening September 2014 – 12 parents/guardians

Open School Afternoon/Evening October 2014 – 16 + parents/guardians

Research and Service High School’s strength’s relative to the Capacity Framework:

- Family Day twice a year inviting all students, family and friends to the building for a BBQ, games, activities and music.
- Second graders from PS 5, a local elementary school, are invited to the building three times a year, for our Panther Scare, Panther Share and Eggstraveganza.
- Panther Share, a large Thanksgiving dinner in which, the whole Research family as well as P.S. 5 second graders and their teachers come together for a family style dinner. During the 2014-2015 Panther Share we invited our co-located school, The Nelson Mandela School for Social Justice to partake in the festivities with us. In addition the school band comprised of students from the music class perform their latest work during the meal.
- In conjunction with our CBO, FECS, our students are provided the opportunity for internships, job-shadowing, SAT prep, assistance in the college admissions process in addition to many other support systems.

The Research and Service High School staff is dedicated to the involvement of parents and families by conducting home visits of students. Home visits are done as teams of 3 or 4 and are conducted on professional development days, which are non-attendance days for students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase our parent involvement by 2% through a focused parent involvement challenge program and additional to community involvement outreach.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
10 Hour Parent Challenge	All Research and Service High School parents	November 2014 – June 2015	Allison Farrington Christopher Smith Stephanie Holmes Stephanie Tabertus
Use of multiple mediums to inform families about schoolwide events inclusive of phone blasts, website, monthly newsletters, personalized phone calls and Jupiter Grades	All Research and Service High School parents and students	September 2014 – June 2014	All Research and Service High School Staff
Advisory Groups through our CBO FEGS will institute an attendance challenge.	All Research and Service High School students	December 2014 – June 2015	FEGS Staff Attendance Team Attendance Coordinator
Students in line for graduation in January, March, June and August are attached to a staff member in order to continue tracking these students and motivate them to complete the necessary requirements to graduate when scheduled.	Students classified in the senior year	December 2014 – June 2015	FEGS Staff Aja Brown Allison Farrington Christopher Smith Stephanie Holmes
Administration tracking of specific groups of students within their offices to keep track of credits, Regents scores and other important requirements.	All Research and Service High School Students	September 2014 – June 2015	Allison Farrington – Seniors Christopher Smith – Attendance, Social Emotional Support Stephanie Holmes – Students with disabilities, ELL students, Online

			Classes
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will need updated phone lists in order to efficiently make calls home to parents.
- Professional development in order to instruct staff on how to use and update the school website and Jupiter grades.
- Availability of ATS, STARS and SESIS data for all key personnel involved in tracking and supporting the Research and Service High School students.
- Incentives for Parent Involvement in the 10 Day Challenge

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the end of each 20 day marking period teachers are required to create marking period action plans to assess student learning and design instructional supports to assist all students.

At the end of each Trimester teachers are to create Trimester Instructional plans that outline to content they intend to teach for the Trimester. The Trimester Plans also include CCLS standards, content specific vocabulary and types of summative assessments to be used during the term.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students who failed 2 or more classes</p> <p>Students with chronic attendance patterns</p> <p>Students with negative behavior patterns</p>	<ul style="list-style-type: none"> • Tutoring & Regents review for the Critical Lense essay • Administration of numerous and diverse assessments to align instruction and aptitude • Distribution of bi-weekly assessments and progress reports • Universal use of Judith Hochman Writing Method in all subjects • Universal introduction and application of academic vocabulary in all subject 	<ul style="list-style-type: none"> • Individual, Small Group, & Whole Class 	<p>Before, During, & After School</p>
Mathematics	<p>Students who failed 2 or more classes</p> <p>Students with chronic attendance patterns</p> <p>Students with negative behavior patterns</p>	<ul style="list-style-type: none"> • Tutoring & Regents review for Open Response questions • Administration of numerous and diverse assessments to align instruction and aptitude • Distribution of bi-weekly assessments and 	<ul style="list-style-type: none"> • Individual, Small Group, & Whole Class 	<p>Before, During, & After School</p>

		<ul style="list-style-type: none"> progress reports Strategies utilized include gathering data to inform programming and differentiated instruction in all math classes. 		
Science	<p>Students who failed 2 or more classes and struggled with short answer questions on Interim Assessments</p> <p>Students with chronic attendance patterns</p> <p>Students will negative behavior patterns</p>	<ul style="list-style-type: none"> Tutoring & Regents review of Short Answer questions Administration of numerous and diverse assessments to align instruction and aptitude Distribution of bi-weekly assessments and progress reports Universal use of Judith Hochman Writing Method in all subjects Universal introduction and application of academic vocabulary in all subject 	<ul style="list-style-type: none"> Individual, Small Group, & Whole Class 	Before, During, & After School
Social Studies	<p>Students who failed 2 or more classes and a struggling to write Thematic essays during Interim Assessments</p> <p>Students with chronic attendance patterns</p> <p>Students will negative behavior patterns</p>	<ul style="list-style-type: none"> Tutoring & Regents review of Thematic Essays Administration of numerous and diverse assessments to align instruction and aptitude Distribution of bi-weekly assessments and progress reports Universal use of Judith Hochman Writing Method in all subjects Universal 	<ul style="list-style-type: none"> Individual, Small Group, & Whole Class 	Before, During, & After School

		introduction and application of academic vocabulary in all subject		
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Students who failed 2 or more classes Students with chronic attendance patterns Students will negative behavior patterns	<ul style="list-style-type: none"> • Adopt A Student(s) Program (every staff member has “adopted” an at-risk student to meet with) • On-going communication and collaboration between and among teachers, counselors, students, and parents • Regularly scheduled Den Meetings and Celebration Days • Attendance Outreach, Counseling, Evaluations, Referrals, & Reviews of IEPs 	<ul style="list-style-type: none"> • Individual, Small Group, & Whole Class 	Before, During, & After School

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our goal is for 100% of the teachers at Research and Service to be highly qualified. We strongly believe this will be directly related to our recruitment and retention practices. Our recruitment is a rigorous process during which we are transparent about our unique culture and "extra" emphasis on student voice and choice. Our teacher retention rate is also among the highest in the City. We believe this is due to the collaborative, inclusive culture and emphasis on ownership and outside the box thinking.</p>

2b. 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).
<p>Professional development for staff will be coordinated in <i>Research and Service</i> by an Instructional Support Team, which includes the Instructional Support Network staff of the Children First Network 402, Principal, Assistant Principals, and selected teachers. The Instructional Support Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development.</p> <p>On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass ARIS Learn, PD 360, on-line PD websites, workshops, institutes, conferences, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

classroom during regular school day).

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	\$115,105.00	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹**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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

[Research and Service High School] will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16k669 School Name: Research and Service High School

Cluster: 4 Network: 402

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

Part A: Needs Assessment Findings

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

Upon intake interviews with families before admissions parents/guardians in need of language assistance indicate the type of assistance needed, interpretation or translation, and the language in which the assistance is needed on the Home Language Survey. Additionally we use home language indicators on ATS, parent conversations and parent surveys, to determine translation and oral interpretation needs.

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.

The overwhelming majority of parents do not required language interpretation or translation services. The school currently has 8 ELL in its current body of 212 students. Of the 8 ELLs 6 are native Spanish speakers, 1 is a Hatian Creole and 1 is Bengali. During our morning parent enegagement sessions the assistant principal informed teachers of the findings in order to more effectively communicate during phone conferences. Although these students were deemed ELLS their parents were able to communicate in English effectively.

Part B: Strategies and Activities

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

A variety of tools and resources are available to enable effective communication with LEP parents/guardians. Research and Service recognizes that community collaboration and parent/guardian partnership is fundamental to student achievement. To support such a partnership with LEP parents/guardians it is important to ensure that written materials routinely provided to parents/guardians in English also are provided in frequently encountered languages other than English. The school will use the DOE identified services in order to access free translation services in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu

1. Access to on-site interpretation services in 90 languages
2. Over-the-phone interpretation services in 200 languages
3. Resources for working with non-English speaking families, including:
4. A multilingual welcome poster and translated signage
5. An archive of pre-translated applications, forms, and templates
6. A language identification guide for school staff and an "I speak..." card
7. Bilingual glossaries of Department of Education terminology and special education terms and definitions

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.

A variety of tools and resources are available to enable effective communication with LEP parents/guardians. Research and Service recognizes that community collaboration and parent/guardian partnership is fundamental to student achievement. The school will use the DOE identified services in order to access free translation services in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu

1. Access to on-site interpretation services
2. Over-the-phone interpretation services

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>.

Upon intake the school will determine within 30 days the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school shall maintain an appropriate and current record of the primary language of each parent and information will be input and maintained in ATS and on the student emergency card. The school is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school will post a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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

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 Allison Farrington	Assistant Principal Christopher Smith
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Aja Brown
Teacher/Subject Area Stephanie Holmes/Special Educ	Parent type here
Teacher/Subject Area type here	Parent Coordinator Stephanie Tabertus
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0

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	Total
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										0	0	0	0	0
Advanced (A)										0	0	0	0	0
Total	0													

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics				
Global History and Geography				
US History and Government				
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.
Teachers will take part in monthly instructional rounds to collaboratively look at the overall standard of work in our school and identify "Next Steps." Every 20 school days teachers will have dedicated time to analyze data, discuss support strategies and work with advisors to implement plans to ensure student success. Although only in our first year we realize the importance of analyzing data

inclusive of grades by subject, performance assessment data, college acceptance, attendance, infraction, suspension, enrollment and attrition to be used to inform our overall program, curriculum and instruction. We will also measure school wide systems using Progress Report data and the Quality Review statements as a guide for implementation and rubric for assessment.

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

Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We currently do not have any data

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

We currently do not have any data

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

Paste response to question here:

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

Paste response to questions here:

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon intake interview all students are given the Home Language Identification Survey. If parents indicate their native language is not English students will be administered the Lab-R exam.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
If parents indicate their native language is not English the Lab-R exam will be administered. After obtaining results of the Lab_r the parent will be informed of the program choice available at the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
If a student is eligible to ELL services a letter will be backpacked in the parent's native language. Upon receipt of the letter it will be placed in the student's cumulative file in the main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Paste response to question here:

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

As a new school we have not administered the NYSESLAT

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

We and a new school

Part V: ELL Programming

A. Programming and Scheduling Information

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

We currently do not have any ELLs

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We will program our students according to the regulation.

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

It is our belief that the instructional grouping of ELL students poses a consistent challenge whenever there is a wide range of literacy levels and home languages. We believe that providing both language and content support is most beneficial for students and will avoid linguistic and social isolation. Our teachers will focus on oral language development and academic English development. Teachers will employ strategies that help students "speak to learn". Teacher will be professionally developed to

teach students to use both passive and active vocabulary in classes. High frequency academic words such maintain and fundamental will be taught and utilized by all teachers since these words are directly related to comprehension. We believe that to really know a word, a student must (1) be able to define it, (2) recognize when to use it, (3) know its multiple meanings, (4) be able to use it correctly (and recognize when it's inappropriately used), and (5) be able to decode and spell it. To teach vocabulary, teachers must point out the word in its context, repeat it, explain it, expand upon it, and actively engage students in using it. Students who interact with words by hearing them, using them and semantically manipulating them are more likely to learn and retain new vocabulary than those who are asked to look up and define unfamiliar words.

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Sound classroom assessments will align with Common Core Learning Standards that require students to use content and skills to solve real-world problems. Teachers will design assessments that provide multiple methods for showing mastery and provide multiple chances for showing mastery. Students will use the results of classroom assessments to evaluate their learning strategies and identify standards (content and/or skills) that they have not yet mastered in order to develop or refine their personal learning plan. Teachers use the results of classroom assessments to evaluate their teaching strategies in order to identify standards (content and/or skills) that the students have not yet mastered and identify students that did not master the standards. Teachers will use assessments to develop plans for re-teaching standards and provide individual remediation for students as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through daily activities, teachers provide learners with opportunities to develop each skill: students listen (to the teacher use the target language, to a song, to one another in a pair activity), speak (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), read (instructions, written grammar drills, cards for playing games, flashcards) and write (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We currently do not have any ELLs
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
:
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Courses Taught in Languages Other than English

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

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

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

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

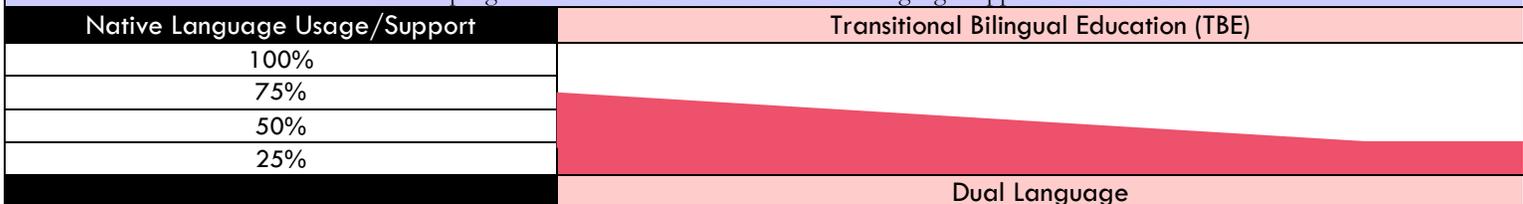
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

We currently do not have any ELL students

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

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

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

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

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

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

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

Acknowledge Other's Ideas

Teachers will engage students in discussions by writing "sentence frames" on the board as conversation starters for ELLs. Teachers will instruct student to be prepared to share your partner's ideas when randomly called upon. Additionally teachers will randomly call on several students before calling on volunteers and require students to validate responses and redirect inappropriate responses or behavior.

Activate Prior Knowledge

Teachers will orally activate students' existing background knowledge and attention BEFORE reading, guiding readers DURING reading, and providing review AFTER reading. Prior knowledge can't be activated if the knowledge base doesn't exist. Therefore, it is essential to build a base if one does not exist. Through group activities, challenge students to call on their collective prior experiences. In this manner, students connect learning events rather than just remembering bits and pieces. Teachers will: (1) present information which builds background ideas, concepts, and principles; (2) show (not tell) through demonstrations, multi-media, and graphics; (3) use outside resources, trips, and speakers; and (4) talk about personal experience with the topic.

Affixes and Roots

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

Cognates

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

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

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

Paste response to question here:

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

Paste response to question here:

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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