

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

16K669

School Name:

RESEARCH AND SERVICE HIGH SCHOOL

Principal:

ALLISON FARRINGTON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Research and Service High School School Number (DBN): 16k669
Grades Served: 9-12
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: Idris Abdullah
SLT Chairperson: Idris Abdullah
Title I Parent Representative (or Parent Advisory Council Chairperson): Stephanie Tabertus
Student Representative(s): Shamel Abdullah
Sharif Abdullah

District Information

District: 16 Superintendent: Lashawn Robinson
Superintendent's Office Address: 1150 East New York Avenue, 1st Fl, Brooklyn, NY 11212
Superintendent's Email Address: lrobinson5@schools.nyc.gov
Phone Number: (718) 363-7441 Fax: (718) 778-7385

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street

bfitzge2@schools.nyc.gov

Director's Email Address:

71789353954

71789352382

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Allison Farrington	*Principal or Designee	
Ashley Brown	*UFT Chapter Leader or Designee	
Idris Abdullah	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Stehanie Tabertus	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Shamel Abdullah	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sharif Abdullah	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	
Ka-shee Walker Marby	Member/ Parent	
Hurmon Nicholson	Member/ Parent	
Billy Clark Jr	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission Statement

Research and Service High School (RSHS) is a community high school that fosters intellectual curiosity and lifelong learning through civic engagement and cultural relevancy.

Vision Statement

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.

Core Values

Control is the ability to make a choice about how you behave instead of just acting on an impulse. You have self-control when you think about a situation and what might happen if you behave a certain way. If you show self-control, you make appropriate decisions and choose behaviors that will have good outcomes. Self-control is very important for getting along with other people. It is thinking before acting.

Optimism is exhibited when students demonstrate a positive and empowering rational attitude toward their individual and collective possibilities. Optimism, therefore, is also an important component of achievement, and is especially important in times of chaos, change and turbulence. Students who have an optimistic outlook will roll with the punches, will be more proactive and persistent and will not abandon hope.

Resilience can be defined as good outcomes in spite of serious threats to adaptation or development. Academic resilience refers to a student's willingness to persevere at academic tasks even when they are frustrated. In other words, academically resilient children do not give up, no matter what faces them.

Empowerment is defined as the concepts of power-over and power-to. Power-over is a force of power in the form of domination. Students will recognize that they have power-over how they response to situations both social and academic . Power-to, the second conception of power, it is when a student perceives that they have the ability or capability to act.

Located on the Boys and Girls Campus in Bedford - Stuyvesant section of Brooklyn, Research and Service High School serves a population of students from grades 9-12. The school's register is 280 students. Eighty-three students have an IEP, and seven receive ELL services. According to the New York City Automate the School system, the student-body is made up 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 the Automate The School (ATS) report, students transferred from several high schools in New York City and some have come from school outside New York state. Many of our struggling students have been impacted by a myriad of academic and social situations, which have impeded 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. Over arching 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 take a three- tiered approach to effectively educate our students inclusive of Purposeful Instruction, Purposeful Research and Purposeful Service. The first tier focuses 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 are 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.

Strategic Partnerships

Research and Service is in partnership with Good Shepherd Services.

School Strength

According to our 2014-2015 Quality Review the area in which the school is proficient are as follows:

Findings

Quality Review Indicator 1.1

School leaders and teachers ensure curricula are aligned to the Common Core Learning Standards (CCLS) and instructional shifts, and academic tasks are consistently planned and revised to address the needs of diverse learners.

Impact

Instructional materials, for engaging all learners, in curriculum maps and lesson plans are consistent across the school, resulting in differentiated tasks to support students with diverse needs.

Findings

Quality Review Indicator 3.4

The school has clearly defined standards for classroom practices and professional development that incorporate elements of the Danielson Framework for Teaching to ensure high expectations. Staff members consistently engage families to deepen their understanding of college and career readiness expectations.

Impact

Comprehensive lesson plans, student-friendly classrooms, and college and career readiness expectations are an established part of the school's culture for learning. As a result of the positive culture and embedded expectations, staff and families effectively support students as they work towards college and career readiness.

Key Focus Areas

Quality Review Indicator 4.2

Inquiry and collaborative teacher meeting do not yet consistently utilize a systematic process which includes agendas, facilitators, protocols, purpose of collaboration, specific focus questions for inquiry, and focused student work for examination, resulting in missed opportunities to strengthen instruction and teacher practice.

Quality Review Indicator 1.2

Inconsistent implementation of effective instructional practices aligned by a belief about how students learn best with an emphasis on engaging and challenging students, results in limited occasions for students to demonstrate high levels of cognitive engagement and discourse.

Quality Review Indicator 2.2

Quantitative data highlighting students' progress toward specific instructional goals and occasions to identify students' learning gaps are limited.

16K669 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	220	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	4	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.7%	% Attendance Rate			56.2%
% Free Lunch	82.9%	% Reduced Lunch			3.6%
% Limited English Proficient	2.1%	% Students with Disabilities			24.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			80.0%
% Hispanic or Latino	19.3%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			34.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			5.47
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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 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 trends and sources.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying claims about real events with reasons and supporting evidence. Students learn that a key purpose of writing is to communicate clearly to an external audience, and they learn to adapt their writing to accomplish a certain task and purpose. College and Career Readiness (CCR) standards help to define skills and understandings that all students must demonstrate.

With that in mind, students will focus on the following Common Core Anchor Standards for writing: 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence; 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; 6. Use technology, including the Internet, to produce and publish writing; and, 10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will embed at least three instructional strategies so that students explicitly demonstrate higher-order thinking skills in rich and rigorous academic conversations and writing products (informational and argumentative essays).

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The professional developers will meet with teachers monthly to guide targeted implementation and consistency of practice of writing instruction across the grade levels .	All Teachers	September- May	Professional developers and teacher team leaders
Implement Advanced Placement US History, Environmental Studies and English and Language Composition courses through Transfer School AP Expansion initiative	Open to all students including SWDs and ELLS	July- June	Yaritza Villalba Ashley Brown Camille Evans
Transfer School Common Core Institute will provide professional development from ReDesign and Eskolta on conferencing with students in order to provide effective feedback.	All students	September - June	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>In the process of hiring additional teachers to improve global history results</p> <p>We have hired an additional Mathematics teacher to support ICT program</p> <p>Devised a schedule to implement Professional Learning Communities</p> <p>Partner with professional development organizations to build capacity for all staff</p> <p>Hired a community associate to support struggling students</p> <p>Develop a new initiative called the Most Valuable Panther (MVP) to strengthen our relationships with parents</p>

Provide time for Advanced Placement professional development

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

The school will ensure teachers have received the appropriate professional development in implementing Common Core writing activities by November 2015.

The school will ensure teachers have received the appropriate professional development for creating questions and starting academic conversations by November 2015.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In many communities, the school serves as the hub for resources, so school-based food pantries are a natural way to expand hunger relief efforts and target vulnerable populations. Breakfast and lunch may be provided when school is in session, but nights, weekends, holidays and vacations can leave kids hungry. During the 2014-2015 school year we implemented our Panthers Care Healthy Living Challenge. The challenge was implemented after students conducted research connecting obesity in their neighborhoods to poverty. Each day the school in partnership with the dietician offered fresh fruit to students during the entire school day. We found this small measure increased student attendance, encouraged students to come to school on time and encouraged students to stay in school all day.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 Research and Service High School will have a fully operating food pantry for the campus and larger Bedford Stuyvesant community.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Work with church, local stores and organizations in the area to help bring in food donations and can recommend people in need.</p>	<p>Entire Campus</p>	<p>September-June</p>	<p>Principal, Assistant Principals, CBO</p>
<p>Students will have the ability to intern at the food pantry</p>	<p>All Students</p>	<p>September-June</p>	<p>Principal, Assistant Principals, CBO</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Purchase nutritional fruits and snacks to support initiative</p> <p>Staff members will purchase fresh fruits weekly</p> <p>Solicit donations from local stores and other agencies</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The school will meet with local food pantries to secure food by October 2015</p> <p>The school will meet with local service agencies to indentify families in need by December 2015</p> <p>The school will identify students in need by December 2015</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Professional Learning Communities (PLCs) are a powerful force in educational reform based on three key tenets: 1) Focus on student learning: specifying the standards to be achieved, how these will be assessed, and what to do once a student demonstrates mastery; 2) Deliberate collaboration in this endeavor: de-privatizing instructional practice and articulating a collective approach to common challenges; and 3) Focus on outcomes and data to drive continuous improvement

Our 2014-2015 Quality Review indicated we were developing in Indicator 4.2. Although teachers were meeting there were no protocols or systems used to measure the effectiveness of the meetings as it relates to student success.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By October 2015 all teachers will engage in Professional Learning Communities as a means of fostering a collaborative culture focused on data analysis to drive instruction in order to improve student learning outcomes

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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 promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Establish a teacher collaboration framework to ensure instructional efforts are focused on meeting student needs.	Teachers	September 2015	Principal, Assistant Principals and Teacher Leaders
Schedule ongoing staff collaborative meetings focusing on the advancement of specific school goals.	Teachers	September 2015	Principal, Assistant Principals and Teacher Leaders
Conduct regularly scheduled articulation meetings across content and grade levels.	Teachers	September 2015	Principal, Assistant Principals and Teacher Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Financial Support</p> <ul style="list-style-type: none"> 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 <p>Operational Support</p> <ul style="list-style-type: none"> o Create time to support initiatives o Personnel allocation o Procurement o Payroll

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>The school will contract the services of Solution Tree to begin forming Professional Learning Communities by August 2015</p> <p>The school will provide teachers with 2 onsite professional developments to assess and refine the work of the PLCs in January and March</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

Part 5 – Progress Monitoring

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

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The overall purpose of a PTA is to make every child’s potential a reality by engaging and empowering families and communities to advocate for all children. Transfer schools and Research and Service in particular has an extremely difficult time getting parents to engage in the school community to ensure academic success for students. Our PTA meetings are normally attended by 2-3 parents each month and the Open School days average 7-10 parents. While we find out scholars have made remarkable strides engaging the entire family is paramount to ensuring whole child success.

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 and activities and music.
- P.S. 5, an elementary school in the same community of Bedford – Stuyvesant. Second graders from P.S. 5 are invited to the building three times a year, for our Panther Scare, Panther Share and Eggstravaganza.
- 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 conjunction with our CBO, Good Shepherd Services, 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 accomplished on professional development days, which are non-attendance days for students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, each PTA meeting will be attended by at least 8 parents or guardians.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create and maintain a revised communication system for RSHS that includes varied modes of communication (e.g. email, Facebook, Skype, YouTube)</p>	<p>Parents</p>	<p>September-June</p>	<p>Parent Coordinator Community Associate</p>
<p>Open and maintain school based food pantry for families and local community</p>	<p>Parents</p>	<p>September-June</p>	<p>Parent Coordinator Community Associate</p>
<p>Hire a Community Associate to work with the Parent Coordinator to develop a caseload of parents and students to receive targeted interventions</p>	<p>Parents</p>	<p>September 2015</p>	<p>Parent Coordinator Community Associate</p>
<p>Develop community relationships to gain access to mental, dental, physical health and vision providers in addition to job training centers, day care services, and addition specialist.</p>	<p>Parents</p>	<p>September-June</p>	<p>Parent Coordinator Community Associate</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Financial Support</p> <ul style="list-style-type: none"> • Per session, • Funds to support additional staff – Community Associate • Professional consultants for professional development • Supplies and Incentives for students • Retreats, professional development and trainings <p>Operational Support</p> <ul style="list-style-type: none"> • Create time to support initiatives • Personnel allocation

- Procurement
- Payroll

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

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

The school will conduct home visits to engage parents by November 2015

The school will begin weekly e-mails to parents by October 2015

The school will survey parents for workshop ideas and trips by October 2015

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	Students who failed 2 or more classes Students with chronic attendance patterns Students will negative behavior patterns	Reading comprehension Strategies Regents Prep Judith Hochman Writing Strategies	Small group, one-to-one and tutoring	PM School Saturday School
Mathematics	Students who failed 2 or more classes Students with chronic attendance patterns Students will negative behavior patterns	Reading Comprehension Strategies Regents Prep Judith Hochman Writing Strategies	Small group, one-to-one and tutoring	PM School Saturday School
Science	Students who failed 2 or more classes Students with chronic attendance patterns Students will negative behavior patterns	Judith Hochman Writing Strategies Reading Comprehension Strategies Regents Prep	Small group, one-to-one and tutoring	PM School Saturday School
Social Studies	Students who failed 2 or more classes	Reading Comprehension Strategies Regents Prep	Small group, one-to-one and tutoring	PM School Saturday School

	<p>Students with chronic attendance patterns</p> <p>Students will negative behavior patterns</p>	Judith Hochman Writing Strategies		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students will negative behavior patterns</p> <p>Students who failed 2 or more classes</p> <p>Students with chronic attendance patterns</p>	Counseling	Small group, one-to-one	<p>Before School</p> <p>During Lunch Periods</p> <p>After School</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development for staff will be coordinated in Research and Service by an Instructional Support Team, which includes the ReDesign, Eskolta, the Principal, Assistant Principals, and selected teachers. The Instructional Support Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development.
On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass, 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 .

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	139,879.00		
Title II, Part A	Federal	0		

Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,281,703.00		

¹Explanation/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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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)

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Allison Farrington	Assistant Principal Stephanie Holmes
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Aja Brown
Teacher/Subject Area Kizzy Thompson/English	Parent Idris Abdullah
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	280	Total number of ELLs	7	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 non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language										0	0	0	0	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	7	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	4
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	0			2	1	0	5	1	3	0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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

* EP=English proficient student

**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
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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										2	1	1		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													1	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		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 your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)										1	1	2	3	0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		2	
Integrated Algebra/CC Algebra	7		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	7		0	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5		1	
Geography				
US History and Government	5		0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The majority of our ELLs are either Expanding or Transitioning. There are only two students each performing on an Entering or Emerging level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
We use the AMAQ to set school-wide target goals and the create individual action plans for getting students to either improve their performance level or achieve English proficiency (based on the NYSELAT).
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Because the majority of our ELLs perform on a "High Intermediate" level or higher when reading, writing, speaking and listening in English, their home language is used as support vocabulary comprehension and reinforcement.
 - During school-wide Interim Assessment weeks, the ENL teacher administers ELL periodic assessments, which identify the content, skill, and vocabulary objectives taught in the unit.

- c. As a professional community, we are learning that our ELLs are benefiting academically and socially from the new integrative push-in model, in conjunction with the freestanding class (for a few).
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
Every 6-8 weeks, ELL progress is measured through Interim Assessments in each content area and then both class and individual student performance is analyzed for learning patterns and trends
 6. How do you make sure that a student's new language development is considered in instructional decisions?
In the beginning of the school year, all staff and faculty engage in ENL professional development with explicit outcomes for identifying all eligible ELLs, including ELLs with disabilities and former ELLs. Also, weekly teacher collaborative planning and/or consultation between general education teachers and the ENL teacher ensures that unit and lesson plans integrate the four common classroom practices.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

No Applicable
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our ELL program is measured by the number of students who are able to 1) achieve English proficiency on the NYSELAT and/or score at least a 75 on the Common Core English Regents.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
We are able to identify SIFE students using reports available through the DOE ATS system.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
Newly enrolled students with IEPs are administered preliminary literacy and mathematics assessments, as well as a vocational assessment to establish a baseline for their academic and social performance.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
School administration and the ENL students coordinate to prepare the parent notification letters (in both languages), which are both mailed and backpacked home with students.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Parents receive a notification letter acknowledging that their child is either entitled or not entitled to ELL services. The concluding paragraph of the letter explicitly states their appeal rights
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
During the HLIS phase, parents receive support in understanding (and selecting from) the three program choices via individual conferences at the parent's convenience
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

School administration, the Parent Coordinator and the PTA President coordinate to ensure that parent contact information is always up to date and positive family relationships are maintained so that required forms are returned in a timely manner.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
School administration actively supervises the English/ENL Department to reach out to families who have not returned the required forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are mailed in August/September packed with relevant beginning of school year documents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
For returning students, ELL related documentation is added to their cumulative file folder. For newly admitted students, the required ELL documentation is requested from the sending school or initiated at our school
11. 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.
At the beginning of the school year, the designated school administrator obtains the relevant DOE ATS report that identifies all students eligible to take the NYSELAT. We then 1) post the testing dates on the school online calendar , 2) order the appropriate number of exams, and 3) train the designated pedagogues on how to administer the exam. The schedule is closely followed to align to our school-wide interim assessment week in order to manage test anxiety and overtesting.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
For continuing students, continued entitlement and transitional support parent notification letters are mailed in August/September packed with relevant beginning of school year documents. For newly admitted ELL students, the letters are mailed within five days of their receiving their program
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parents request the Freestanding ENL Program and the major reason provided is that they prefer their child to receive support in a credit-bearing course so that they are learning English while progressively fulfilling high school graduation credit requirements.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
According to CR Part 154.2, students receive their integrated ENL service in English. The students also requiring freestanding ENL split their weekly program with another course based on their required number of periods (i.e. 2 periods/week of ENL and 3 periods/week of an elective).
 - b. TBE program. *If applicable.*
Non Applicable
 - c. DL program. *If applicable.*
Non Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
1 unit
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
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 home 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 each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. SIFE students are evaluated for beginning literacy and school-readiness skills. Student and parents meetings are next planned to create individualized action plans.
 - b. While all ELLs receive grade-level appropriate content, newcomers receive direct, more intensive vocabulary instruction and glossary pocket-guides for each subject. We hope to be able to offer primary language instruction via Wilson Reading Program beginning next school year.
 - c. Developing ELLs receive adapted learning tasks and formative assessments with opportunities for increased rigor. New lessons may be introduced with graphics, pictures and modeling.
 - d. Long Term ELLs often has bursts of English comprehension so their proficiencies are regularly assessed using past NYSELAT

- Chart exams as a reliable measure to monitor progress in the four modalities.
- e. Former ELLs are continuously monitored and fully supported as general education students. They also receive extended time (time and a half) on exams.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
- Non Applicable
8. 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?
- Because the majority of our ELL-SWDs are classified with a Learning Disability, collaborating teachers plan to provide opportunities for academic development and language practice by implementing activities that require students to talk with each other about what they are learning
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Our school is fully inclusive and students with disabilities are flexibly programmed alongside their peers throughout the day. The new integrated push-in model allows ELL-SWDs to benefit from the support of a general educator, special educator and language educator in the same general education classroom.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

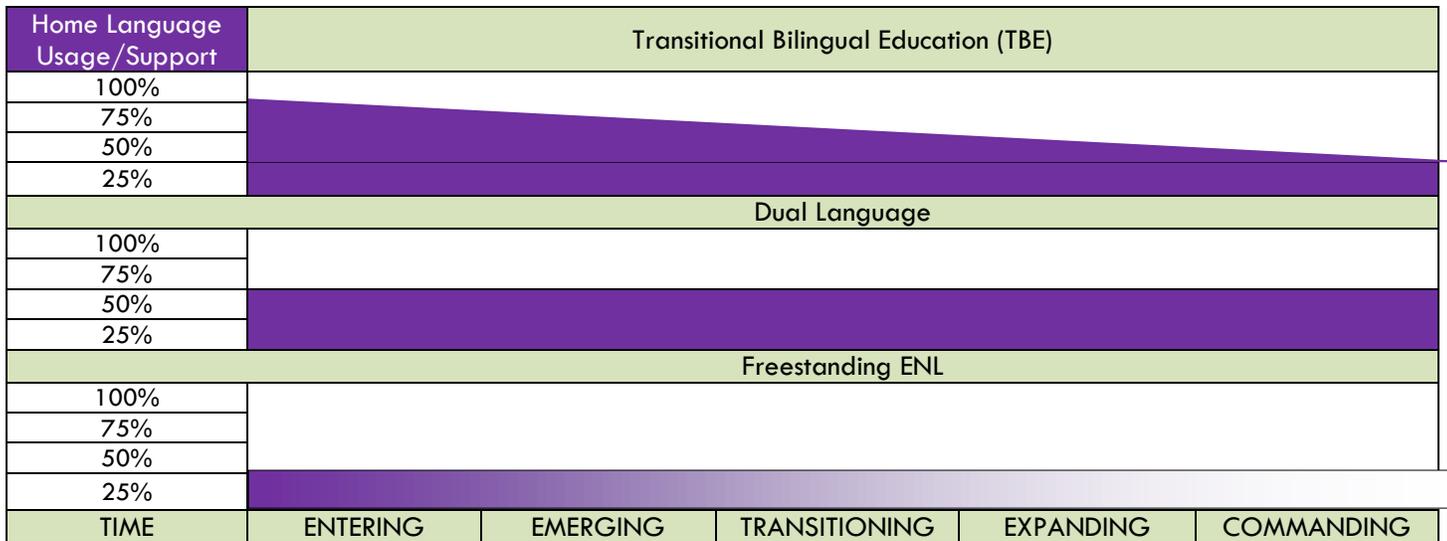


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Students are placed in classes with 2 teachers and are offered the opportunity to attend afterschool tutoring and Saturday school.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is new in a major way (integrated push-in) so we have expectations that students will continue to progress in the content areas and achieve proficiency and/or passing scores on Regents exams. The number of students on-track for graduation is also expected to increase since students may now receive their ENL services in a credit-bearing English class.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering primary literacy programs such as the Wilson Reading Program and iLearn (online programs) to support both foundational and dual language learning.
13. What programs/services for ELLs will be discontinued and why?
No programs were dismantled.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs participate fully in all school academic, social and athletic programs. All students are encouraged to attend lunch small group tutoring (in all subject areas two days a week) and participate in any of our fourteen afterschool programs up to five days a week.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The teachers creates individual student binders with language support guides and glossaries.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In general education classes and freestanding ENL classes, students are encouraged to use their native language especially with new topics and vocabulary are being introduced.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Academic and transition services are coordinated to support post-secondary goals for college or career readiness
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All newly admitted students are invited to attend our Orientation program, which takes on both an advisory and academic format where students are prepared to take Regents exams.
19. What language electives are offered to ELLs?
All students take language electives online and are able to take whatever language they are interested in.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not offer a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development learning priority for our teachers of ELLs are to implement comprehensible academic content instruction so that classroom processes, tasks, and assessments are differentiated according to students' varying levels of English language proficiency. PD learning activities engage teachers in writing, rehearsing and reflecting on Mini Lessons used "sheltered" or simplified content-rich language.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs are able to collaborate/consult weekly and are provided semesterly in-service training around ELL student engagement with CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All students are paired with a Youth Advisor.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
School administration and advisory bodies (i.e. Principal's Cabinet and the School Leadership Team) coordinate to plan a year-long professional development curriculum that addresses the diversity of adult and student learners. Agendas and sign-in sheets are consistently recorded and stored.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
For returning students, annual individual meetings often merge with summer check-in parents conferences when there is a natural pause for for year-end reflection. New students and their families are invited to a summer orientation where transcript reviews and individual interviews take place. These conversations are great because they inform summer planning/programming meetings.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
For having a small number of ELLs, our parent involvement in our Parent Association could be improved. However, our ELL parents are very responsive to faculty and staff and supportive of their child's language goals
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We do not currently partner with another agency of CBO as all of our ELL PD are facilitated within. However, this is an area that we are considering for more external support.
5. How do you evaluate the needs of the parents?
Our parent coordinator works diligently to make and maintain positive contact with all families and uses his judgment and years of experience to assess parent needs and make connections to resources and support as needed.
6. How do your parental involvement activities address the needs of the parents?
Monthly parent involvement activities vary to address the diverse needs of parents with high-school age children with topics ranging from graduation requirements to mental health resources.

D. Additional Information

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

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 16k669

School Name: Research and Service High School

Superintendent: LaShawn Robinso

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Creole

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters, parent-teacher conference announcements, testing dates, letters from school leadership

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent teacher conferences, PTA meetings, Intake, attendance meetings, disciplinary meetings, guidance meetings, IEP meetings

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

School will conduct a professional development session on the interpretation services available.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent survey