2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 21K344
School Name: RACHEL CARSON HIGH SCHOOL FOR COASTAL STUDIES
Principal: EDWARD WILENSKY
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Rachel Carson High School
School Number (DBN): 21K344
BEDS Code: 332100011344
Grades Served: 9-12
School Address: 521 West Ave. Brooklyn, NY. 11224
Phone Number: 718-265-0329
Fax: 718-372-2514
School Contact Person: Edward Wilensky
Email Address: ewilens@schools.nyc.gov
Principal: Edward Wilensky
UFT Chapter Leader: Sean Nicholson
Parents’ Association President: Anne Curreri
SLT Chairperson: Edward Wilensky
Title I Parent Representative (or Parent Advisory Council Chairperson): Anne Curreri
Student Representative(s): Nikki Curreri
CBO Representative: None

District Information

Geographical District: 21
Superintendent: Mr. Michael Prayor
Superintendent’s Office Address: 1600 RockawayParkway Brooklyn, NY 11236
Superintendent’s Email Address: mprayor@schools.nyc.gov
Phone Number: 718-290-8675
Fax: 718-241-9223

Field Support Center (FSC)

FSC: 06
Executive Director: Richard Grzelewski

2018-19 CEP
Executive Director’s Office Address: 415 89 St. 4 th floor Brooklyn, NY 11209
Executive Director’s Email Address: rgrzelewski@schools.nyc.gov
Phone Number: 718-759-4932
Fax: 718-759-3909
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Wilensky</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Katy Tortorello</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Anne Curreri</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Jillian Batchelor</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Maria DopwellHall</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Nikki Curreri</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Madison Nieves Ryan</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Annamaria Horvath</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Michael Calise</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Joseph Zaleski</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Holly Abraskin</td>
<td>Member/Treasurer</td>
<td></td>
</tr>
<tr>
<td>Sami Levin</td>
<td>Member/Student</td>
<td></td>
</tr>
<tr>
<td>Catherine Braunstein</td>
<td>Member/Secretary</td>
<td></td>
</tr>
<tr>
<td>Ilene Hanrahan</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Malicah Fraser</td>
<td>Member/Student</td>
<td></td>
</tr>
<tr>
<td>Linda Curreri</td>
<td>Member/Parent</td>
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<td>Member/Student</td>
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<td>Member/Student</td>
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<tr>
<td></td>
<td>Member/Student</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
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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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>The mission of Rachel Carson High School is to provide every student with a student-centered and rigorous curriculum that fosters critical thinking. We seek to ensure that each student displays grit, perseverance and empathy, is prepared for college or the world of work and has a post-graduation plan, is able to productively collaborate with peers, is open to new experiences, and is environmentally conscious. We expect that when students graduate from our school that they go out...</td>
</tr>
</tbody>
</table>

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into the world as analytical, compassionate, thoughtful, and productive citizens who advocate for themselves and those in need.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Rachel Carson High School boasts a student population that is reflective of our community as well as surrounding districts and boroughs. Our partnership with the New York Aquarium, The New York Peace Institute and other institutions offer students opportunities for learning and developing experiences for educational excellence.

We are fortunate to have numerous collaborations with community partners. Among them is the New York Aquarium, Kingsborough Community College, Malloy College, New York Wildlife Conservation Society, New York Environmental Center, STEM Initiative, First Robotics, Sea perch Robotics, and Museum of Natural History.

Our students participated in projects and research at various sites and in classrooms. These included the Urban Barcode Project, Horse shoe crab hatchery, STEM in the classroom and citywide presentations, International Robotics Competition, Sea perch competition, and Intel Research competition.

We continue to utilize rigorous instructional practices that are designed to meet the needs of all constituencies, especially our at-risk populations. We provided ICT classes for those students who are mandated for these supports. We have implemented an ICT model for our English Language Learners (ELL) to ensure greater comprehension and support in subject classes. Teachers continually utilize strategies to promote critical thought through the use of Bloom’s measurable verbs to ensure that students are analyzing and responding to content topics at a level which prepares them for college.

We have a supportive and nurturing environment which fosters student safety and focus on academics. All teachers and administrators are known to the student body, and students are well known to all teachers. Additionally, the 2018-19 school year will be year four of our four year plan to embed restorative practices into our daily routines. This plan includes providing students with weekly advisory sessions during 9th and 10th grade as well as taking new approaches to disciplinary practices.

Our teachers meet collaboratively to plan lessons, activities and assessments that support student progress. Teachers and administrators attend professional development city-wide and through our superintendency throughout the year. Strategies learned are then turn-keyed to the entire staff.

The principal of our school ensures that teachers are given numerous opportunities to develop their craft by actively identifying training and professional development as they become available. The staff at our school is well aware that the principal and administrative staff always supports their growth and skills development to more ably engage our students.

Parents and guardians are always welcome in our school. We are in ongoing contact with parents through letters, phone messages and data system. We also meet with parents during PTA and SLT meetings as well as dedicated meetings with parents of specific grades to inform them of upcoming events.

All staff members continually discuss student progress and supports. All constituencies are supportive of each other and our school mission. For this school year we intend to further implement universal high standards for success in all
3. Describe any special student populations and what their specific needs are.

Students with special needs make up approximately 22% of our school population. We ensure that all of these students receive all of their mandated services. Additionally, our English Learner students are also provided with support in stand-alone and collaboratively taught classes to provide language skill development along with subject content support. These students comprise approximately 20% percent of our population.

We continue to utilize rigorous instructional practices that are designed to meet the needs of all constituencies, especially our at-risk populations. We provided ICT classes for those students who are mandated for these supports. We have implemented an ICT model for our English Language Learners (ELL) to insure greater comprehension and support in subject classes.

4. Identify 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.

We have made the most progress in the following areas:

Rigorous Instruction - Over the past year, our teachers have worked hard to deepen their knowledge of and implement strategies for fostering student discussion. Additionally, they have continued to utilize annotation strategies to promote student engagement with complex texts. This year we will be focusing on developing our students' critical thinking skills as well as their ability to be metacognitive.

Effective School Leadership - Over the course of the 2018-19 school year, school leadership implemented new accountability protocols including an enhanced version of our Assessment Data Tracker (a document on our Google network that allows teachers to reflect on student achievement on specific assessments) and Scholarship Data response form (also on our Google network, teachers have the opportunity to identify specific next steps to support student progress) in an effort to provide students with the specific supports that they need to be successful. We also implemented a guidance system called "Student Rebound Support" through which guidance counselors met weekly with our most at-risk students to provide both social emotional support and connect them with the necessary academic supports to ensure their success.

Key areas of focus for the 2018-19 school year:

Rigorous Instruction - In the 2018-19 school year, we intend to focus our efforts on improving the rigor of classroom tasks in all classrooms. We plan to focus our professional learning on strategies to get students to think critically about questions and problems and to promote metacognition so that students better understand how they developed their responses.
Collaborative Teachers - In the 2017-18 school year, we were unable to get a SBO vote passed to restructure our professional time to provide teachers with the time and flexibility to meet and develop their collective practice. For next year, we have our professional learning structure in place to ensure that teachers can routinely participate in Grade Team, Department Team, Co-Teacher Team, and in target Professional Learning Communities. This will allow our teachers to support one another and develop best practices.
### School Demographics and Accountability Snapshot for 21K344

**Grade Configuration (2018-19):** 09,10,11,12

**Total Enrollment (2017-18):** 639

**SIG Recipient (Y/N):** No

**English Language Learner Programs (2018-19):**

- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16):**

- # Special Classes (ELA): 3
- # SETSS (ELA): 39
- # Integrated Collaborative Teaching (ELA): 135
- # Special Classes (Math): 3
- # SETSS (Math): 15
- # Integrated Collaborative Teaching (Math): 117

**Types and Number of Special Classes (2018-19):**

- # Visual Arts: 13
- # Music: # Drama: # Dance: # CTE: 

**School Configuration (2017-18):**

- % Title I Population: 66.0%
- % Attendance Rate: 84.0%
- % Free Lunch: 64.2%
- % Reduced Lunch: 1.1%
- % Limited English Proficient: 13.9%
- % Students with Disabilities: 19.2%

**Racial/Ethnic Origin (2017-18):**

- % American Indian or Alaska Native: 0.3%
- % Black or African American: 17.2%
- % Hispanic or Latino: 21.8%
- % Asian or Native Hawaiian/Pacific Islander: 15.2%
- % White: 44.3%
- % Multi-Racial: 1.6%

**Years Principal Assigned to School (2018-19):** 11.81

**% of Teachers with No Valid Teaching Certificate (2015-16):** 0%

**% Teaching Out of Certification (2014-15):** 9%

**Average Teacher Absences (2015-16):** 6.4

**School Performance for Elementary and Middle Schools (2017-18):**

- 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

**Student Performance for High Schools (2016-17):**

- ELA Performance at levels 3 & 4: 80%
- Mathematics Performance at levels 3 & 4: 87%
- Global History Performance at levels 3 & 4: 78%
- US History Performance at Levels 3 & 4: 85%
- 4 Year Graduation Rate: 61.5%
- 6 Year Graduation Rate (2011 Cohort): 67.2%
- Regents Diploma w/ Advanced Designation: 8.5%
- % ELA/Math Aspirational Performance Measures (2015-16): 13%

**Overall NYSED Accountability Status (2018-19):**

**Reward: No**

**Recognition:** N/A

**In Good Standing:** Yes

**Local Assistance Plan:** No

**Focus District:** Yes

**Focus School Identified by a Focus District:** No

**Priority School:** No

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: 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 (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: 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 (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A

#### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - Hispanic or Latino: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: YES

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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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Over the previous three school years, our overall passing rates on the Algebra I Regents Examination have increased from approximately 65% to 71% passing. However, in June 2018, our overall passing percentage dropped to approximately 47%. Upon a deeper examination of subgroup data, we saw a staggering drop in passing rates for students with IEPs. While in 2017 we saw a 50% pass rate for students with IEPs, that passing rate dropped to approximately 29% in 2018.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the Algebra I teacher team will implement critical thinking (notice and wonder) and discussion strategies (menu) to improve passing rates for students with IEPs as measured by a minimum 21% point increase in students receiving a score of 65 or better on the Algebra I Regents Exam.
### 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:

- Evidence-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, SIF, ST).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will engage in professional learning on implementing critical thinking and metacognition strategies to support student learning.</td>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Math teachers will be responsible for implementing strategies. School leadership will oversee implementation and provide feedback and support.</td>
</tr>
<tr>
<td>Teachers will participate in Grade Team meetings to review student performance, reflect upon assessment data, and plan for the implementation of target strategies to better support students.</td>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>All Freshman Team teachers. School leadership will oversee implementation and provide feedback and support.</td>
</tr>
<tr>
<td>Teachers will administer a mid-year Regents-based performance assessment to measure growth and determine next-steps.</td>
<td>Math Teachers. Algebra I students.</td>
<td>January 2019</td>
<td>Math Teachers. School leadership will oversee implementation and provide feedback and support.</td>
</tr>
<tr>
<td>There will be ongoing professional development throughout the year on how to utilize assessment data to modify instruction for both struggling and excelling learners. Additionally, professional development will be provided to teachers on how to appropriately differentiate tasks for various learners.</td>
<td>All teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>School Leaders, All Teachers.</td>
</tr>
<tr>
<td>Our midyear assessment resulted in a 7% improvement in our target students’ performance on a Regents-based assessment in January 2019. School leaders will continue to provide quick and relevant feedback on the implementation of critical thinking and discussion strategies.</td>
<td>Math Teachers</td>
<td>Jan. 2019 - June 2019</td>
<td>School leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will continue our efforts in getting all parents signed onto PupilPath and to download the PupilPath mobile app. This will allow ease of communication between teachers and parents. Our parent coordinator, will spearhead an initiative to support parents in getting signed up. She will work with our SLT and PTA to reach out to parents to increase our parent PupilPath accounts. This will begin in September 2018.

**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.

Assigned staff members will support this goal. Much of this work will take place in the classroom and during professional development time and collaborative meetings.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

Teachers will administer a mid-year Regents-based performance assessment to measure growth and determine next-steps. We expect a minimum 10% point increase of students with IEPs passing an Algebra I Regents-based assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The Algebra I teacher team will use a Regents-based assessment to measure progress.

**Part 5c.** In February 2019, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.
|---|
| 1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
| 2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.
| 3. **What policies, practices, and structures are in place to ensure you are supporting the whole child?**

In the 2015-16 school year, Rachel Carson High School brought in the New York Peace Institute to support our implementation of a Restorative Justice program. Since then, we have implemented advisories for freshman and sophomore students and the use of restorative practices in lieu of traditional punitive discipline.

In the 2017-18 school year, we scheduled student advisories at the beginning of our students’ day as opposed to the end of the day as we had in previous years. This resulted in a dramatic drop in advisory attendance and an rise in student incidents and suspensions. At the end of the 17-18 school year, we registered a total of 58 suspensions, a roughly 60% increase from the previous year.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 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 2019, we will engage our freshmen, sophomore, and junior students in an advisory program scheduled during their regular school day, resulting in a decrease in total suspensions by approximately 30%.

Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School admin and programmers will schedule students for lunch-time advisories once per week.</td>
<td>9, 10, 11 grade students</td>
<td>August, 2018</td>
<td>Admin, guidance, programmers</td>
</tr>
<tr>
<td>Advisory teacher leaders will be trained in Restorative Circles or TCIS in advance of running advisory program.</td>
<td>Teachers</td>
<td>Summer 2018</td>
<td>NY Peace Representative, School Leaders</td>
</tr>
<tr>
<td>School leaders will work with teacher leaders to identify and implement a new advisory curriculum to support students' socio-emotional growth.</td>
<td>Advisory students</td>
<td>Sept. 2018</td>
<td>School and teacher leaders</td>
</tr>
<tr>
<td>School admin and deans will track incidents to inform necessary shifts in advisory approaches.</td>
<td>At-risk students</td>
<td>Sept. 2017 - June 2018</td>
<td>School admin, deans</td>
</tr>
<tr>
<td>Beginning in January 2019, we will be incentivizing Advisory participation through a monthly raffle.</td>
<td>9th and 10th grade students</td>
<td>Jan. 2019 - June 2019</td>
<td>Advisory Teachers, School Leaders</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents will be informed via letter and through PupilPath of the purpose of the Advisory program. Parents will be able to access student schedules and attendance for the advisory class and all classes through the PupilPath website and app. Our Parent Coordinator will be in constant contact with parents to ensure that they are making the best use of PupilPath in an effort to engage families.

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.

Our NY Peace Institute representatives will provide teachers with training in conducting restorative circles and in TCIS to effectively prepare them to run our student advisories.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

By February 2019, deans and school admin will review year-to-date suspension data as compared to last year's year-to-date data to measure progress. We expect to see a minimum 25% point decrease in suspensions.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Dors reports and suspension data.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Rachel Carson High School boasts a small staff and a family-like atmosphere.

Teacher feedback during the 2017-18 school year was focused on a lack of time to appropriately collaborate with co-teachers. Many of our special education and ENL teachers are spread thin among many content area teachers. This resulted in only 44% of our ELL students passing the 2018 ELA Regents examination. As such, one of our focuses for the 18-19 school year will be on refining collaborative partnerships.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 June 2019, our primary co-teaching partnership in our 11th grade ELA class between our ELA and ENL teacher will be provided ample time to collaborate resulting in a 16% point increase on the June 2019 ELA Regents examination ELL students.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will be introduced to the roles and responsibilities of primary co-teaching partnerships.</td>
<td>11th Grade ELA teacher &amp; ENL Co-teacher</td>
<td>Sept. 2018</td>
<td>School Leadership</td>
</tr>
<tr>
<td>Primary partnerships will be provided a common prep time in the 2018-19 program.</td>
<td>11th Grade ELA teacher &amp; ENL Co-teacher</td>
<td>Sept. 2018</td>
<td>School Leadership</td>
</tr>
<tr>
<td>Teachers will utilize common planning time both during the day and after school to examine student work and data, collaboratively plan curricula, units, and lessons, grade work, and communicate with parents.</td>
<td>11th Grade ELA teacher &amp; ENL Co-teacher</td>
<td>Sept. 2018 - June 2019</td>
<td>11th Grade ELA teacher &amp; ENL Co-teacher</td>
</tr>
<tr>
<td>We will create a teaching coaching position for one of our ENL teachers whose role will be to support teachers in developing strategies and techniques to meet the needs of ENL students.</td>
<td>All teachers, 11th Grade ELA Teacher</td>
<td>Sept. 2018</td>
<td>ENL Coach, School Admin</td>
</tr>
<tr>
<td>ELL students made minimal gains on the midyear assessment. We will be introducing new strategies around vocabulary (Tier 2 and 3 language) - Word of the Day, KIM Strategy, Modified Frayer Model.</td>
<td>ELA Teacher Team</td>
<td>Jan 2019 - June 2019</td>
<td>ELA Teacher Team, School Leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Primary co-teacher partnerships will reach out to parents through direct contact, phone messenger system, and through PupilPath.

### 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.

We will provide teachers ample time through our programming for them to collaborate. Furthermore, we will make use of our in-house teacher leaders and coaches to support collaborative teaching practices.

**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 | X | Title III, Part A | ||| Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| || C4E | || 21st Century Grant | || SIG | || 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.

By January 2019, the Grade 11 ELA teacher team will work collaboratively to improve passing rates for ENL students on the ELA Regents as measured by a 8% point increase on an ELA Regents-based assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will conduct this assessment using IO Assessment.

**Part 5c.** In **February 2019**, 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 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the 2017-18 School Environment Survey, only 74% "of teachers say the principal sets clear expectations for teachers about implementing what they have learned in professional development." Additionally, our school's shift to a multi session and initial lack of consensus on the appropriate use of professional time between teachers and administration during the 17-18 school year resulted in a lack of professional learning for staff. This lack of professional learning and comprehensive growth in pedagogical practices resulted in a decrease in passing percentage for nearly every Regents examination for nearly every subgroup of students. We saw a particularly dramatic drop off in passing for students with disabilities on the Living Environment Regents exam, with only 42.86% passing, dropping from 73.1% passing the previous year.

## Part 2 – Annual Goal

Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leaders will implement and maintain a comprehensive system and approach to weekly professional development, which will include specifically allocated time for co-teachers to plan and review student work, resulting in a minimum 25% point increase of students with IEPs passing the Living Environment Regents examination.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, Paraprofessionals</td>
<td>Sept. 2018</td>
<td>School Leaders</td>
</tr>
<tr>
<td>Teachers, Paraprofessionals</td>
<td>Sept. 2018 - June 2019</td>
<td>School Leaders</td>
</tr>
<tr>
<td>Teachers, Paraprofessionals</td>
<td>Sept. 2018 - June 2019</td>
<td>School Leaders, PLC Groups</td>
</tr>
<tr>
<td>Teachers, Paraprofessionals</td>
<td>Sept. 2018 - June 2019</td>
<td>School Leaders, Teacher Coaches</td>
</tr>
<tr>
<td>Living Environment Teacher Team</td>
<td>Jan 2019 - June 2019</td>
<td>Living Environment Teacher Team, School Leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be informed of the new professional learning approach through discussions at our SLT and PTA meetings and through the use of our Phone Messenger system and our school website.

### 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.

Teacher coaches will work with staff to ensure the implementation of best practices in all classrooms. As such, teacher coaches will be working reduced programs.
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By February 2019, teachers will administer a mid-year Regents-based performance assessment to measure growth and determine next-steps. We expect a minimum 10% point increase of students with IEPs passing a Living Environment Regents-based assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Living Environment Regents-based assessment.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

At Rachel Carson High School we offer parents the opportunity to keep track of their child's progress and easily communicate with teachers by creating a PupilPath account. However, upon reviewing the PupilPath parent sign-up data through our IO Education account, we found that only 34.6% of our parents have created an account.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, the school will improve family academic engagement as evident by a 15.4% point increase in Parent PupilPath accounts getting us to 50% PupilPath enrollment.</td>
<td></td>
</tr>
</tbody>
</table>
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Parents.</td>
<td>August, 2018</td>
<td>School Leadership, Dedra Johnson (Parent Coordinator)</td>
</tr>
<tr>
<td>All students and parents</td>
<td>Sept. 2018 - Oct. 2018</td>
<td>School Leadership, Dedra Johnson (Parent Coordinator)</td>
</tr>
<tr>
<td>Parents without PupilPath accounts</td>
<td>November, 2018</td>
<td>School Leadership, Dedra Johnson (Parent Coordinator)</td>
</tr>
<tr>
<td>Parents without PupilPath accounts</td>
<td>December, 2018 - June 2019</td>
<td>Dedra Johnson (Parent Coordinator)</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| NA |

**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.

Our parent coordinator will utilize financial resources allocated to parent engagement events to host the freshman parent orientation in August and the PupilPath information session in November.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, the school will improve family academic engagement as evident by a 8% increase in parent PupilPath accounts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will review the data available through our IO Education account.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5c.</strong> In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students who demonstrate a lack of progress in developing language skills as mandated in the Common Core Standards. Students who are mandated for additional supports as noted on their IEP’s</td>
<td>Students receive additional readings as noted on Individualized Educational Plans (IEPs). English Language Learners (ELLs) also receive push-in services by our ENL teachers during selected content periods.</td>
<td>Students receive tutoring individually and in groups based on unique needs and specified IEP goals and ELL levels as noted on the NYSITELL and NYSESLAT exams.</td>
<td>Additional help is provided during lunch periods, after-school and Saturday school tutoring.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students who demonstrate a lack of progress in developing mathematics skills as mandated in the Common Core Standards. Students who are not meeting promotion criteria and/or State assessment proficiency. Students who are mandated for additional supports as noted on their IEP’s</td>
<td>Students receive assistance as needed by subject teachers based on student progress. Teachers review IEPs and ELL levels in consultation with ESL and Special Education teachers. Assistance is provided in problem solving and Regents exam preparation. Support is also provided through the use of available glossaries.</td>
<td>Students are assisted as needed in either group settings or individually in the class or during after class tutoring. Teachers review student progress based on scholarship reports and collaborative reviews of student progress during grade academy and subject team meetings.</td>
<td>Additional help is provided during lunch periods, after-school and Saturday school tutoring.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students who demonstrate a lack of progress in developing Science</td>
<td>Assistance is provided by subject teachers during class when developing</td>
<td>Students are assisted as needed in either group settings or individually in the</td>
<td>Additional help is provided during lunch periods after-</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students who demonstrate a lack of progress in developing mathematics skills as mandated in the Common Core Standards. Students who are not meeting promotion criteria and/or State assessment proficiency. Students who are mandated for additional supports as noted on their IEP's</td>
</tr>
<tr>
<td>Assigned staff reviews student mandates and needs. Identified students are provided supports to ensure that they are meeting with mandated providers and programmed for course work that meet their individual needs and support student growth.</td>
<td>Students are provided with remediation in writing skills as they prepare for the Regents exams in this subject. Teachers provide guidance in developing cogent writing strategies and are modified based on ELL and IEP Mandates.</td>
</tr>
<tr>
<td>Guidance counseling by identified Counselors. Additionally, students receive required services through our related services staff.</td>
<td>Students are assisted as needed in either group settings or individually in the class or after class tutoring. Teachers review student progress based on scholarship reports and collaborative reviews of student progress during grade academy and subject team meetings.</td>
</tr>
<tr>
<td>Counseling provided during the school day in groups or one-to-one as mandated on IEPs. Psychologist provides Initial and Triennials as required. Social worker provides services as needed based on IEP’s and at Initial placement.</td>
<td>Additional help is provided during lunch periods after-school and Saturday school tutoring. As necessary, students may be provided additional counseling and support at any time during the day as warranted by unexpected events.</td>
</tr>
</tbody>
</table>

**Skills**. Students who are not meeting promotion criteria and/or State assessment proficiency. Students who are not completing required academic science requirements. Students who are mandated for additional supports as noted on their IEP’s. Collaborative groups and in modifications of assignments. Assistance is also provided in completing laboratory assignments to qualify for the Regents exams. Teachers review student progress based on scholarship reports and collaborative reviews of student progress during grade academy and subject team meetings.
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>17 (2.76% of our population)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>17</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Students in STH receive additional support from our guidance staff as well as administrators and Parent Coordinator. Students are offered after-school tutoring and Saturday tutoring to support academic progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>NA</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

We recruit teachers through the DOE recruitment fairs and through the Open Market transfer process. Prospective candidates are asked to present a classroom lesson to school administrators to demonstrate competency in lesson planning and content delivery. Hired teachers are provided with regular teaching schedules and assignments. Teachers are assigned to an Academy based on subject and grade level. Academies and teams meet weekly to review student progress and course content implementation.

Each new teacher is assigned a mentor for the first year. The mentor meets with the teacher several times per week to assist in lesson planning and delivery. New teachers are also mentored by an assigned school administrator during the school year. New teachers are provided assistance in lesson planning, classroom management, clerical responsibilities by school administrators, mentors, and subject leaders. To ensure ongoing development of our new staff members, we provide professional development by school administrators either individually or at weekly faculty conferences. Additionally, professional development is provided through our Generation Ready consultants and District specialists. New teachers are assisted in implementing inter-visitations to various classes in the school and to community schools.

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).

Our professional development is directly tied to our annual instructional focus. Teachers are presented with practical strategies to support student needs and work collaboratively to conduct Student Work and Performance Task protocols to ensure that instruction is appropriately rigorous and to guide teachers in making the shifts in practice necessary to support students.

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.

Teachers are provided the leverage to select their own assessments for their students. However, teachers make use of a collaborative document on our Google network through which they indicate the skills and standards assessed, student strengths and weaknesses, and next steps for struggling and excelling students. Teachers then work in grade or department teams to develop appropriate lesson and task modifications to address student needs.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column A</td>
</tr>
</tbody>
</table>

2018-19 CEP
### Table

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Source</th>
<th>Amount</th>
<th>Verify with an (X)</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$371,861.00</td>
<td>X</td>
<td>17-18, 19-20</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>X</td>
<td>17-26</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,690,234.00</td>
<td>X</td>
<td>14-26</td>
</tr>
</tbody>
</table>

#### 2\textsuperscript{Explanation/Background:}

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

\textsuperscript{2}The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. [Rachel Carson High School], in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School Act (ESSA) 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Rachel Carson High school] will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

Parental Involvement and School Quality

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., ESSA/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 Elementary and Secondary School 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;

### Encouraging School-Level Parental Involvement

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;
- 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;
- Keeping our school website up-to-date with the latest information to keep parents informed;

### PART IV ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the SLT and PTA of Rachel Carson High School for Coastal Studies.

This policy was adopted by the **Rachel Carson High School for Coastal Studies** on **6/18/2015** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 20, 2015.

_____________________________
(Signature of Principal)
School-Parent Compact (SPC)

[Rachel Carson High School], in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) 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: High Quality Curriculum

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 and purposeful instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary School (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

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 childcare 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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ______</th>
<th>DBN: ______</th>
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</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

| The direct instruction component of the program will consist of (check all that apply): | 
| Before school | After school | Saturday academy |

| Total # of ELLs to be served: ______ |

| Grades to be served by this program (check all that apply): | 
| K | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |

| Total # of teachers in this program: ______ |
| # of certified ESL/Bilingual teachers: ______ |
| # of content area teachers: ______ |

2018-19 CEP
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

English Language Learner (ELL) students require continued and ongoing support to aid in developing language acquisition skills. To support this task, we have implemented programs which are designed to improve skills and culminate in advancement on the NYSESLAT exam.

We also intend to use the grant funding to support and service all immigrant students in 9-12th grade, regardless of their English Language Learner status.

The programs that we offer are as follows:

- After-school small group instruction by ESL and content subject teachers on Wednesdays from 2:50 PM to 4:00 PM.
  1) Direct instruction for ENL students in after-school program: Living Environment ENL class.
  2) Subgroups include Freshman ENL students (Entering, Emerging, Transitioning and Expanding level ENL students) will receive extra support in English language skills and Living Environment content to allow students achieve success in Living Environment class as well as on the Living Environment Regent exam.

Also, ENL students in grades 10-12 who still require assistance in Living Environment or English language skills are included in this after school program.

- Saturday Academy small group instruction by content subject teachers every Saturday except on holiday weekends. The hours are from 9:00 AM to 12:00 PM.

- Ongoing support for former ELLS in after-school programs after they have demonstrated proficiency in English as noted on the NYSESLAT exam.

Our student population is diverse and consists of immigrants from across the globe. Some of the countries represented are Russia, Georgia, Uzbekistan, China, Ukraine, Turkey, Pakistan, Mexico, and various other Latin American countries.

Our ENL immigrant population is comprised of all high school grade levels, 9-12. Additionally, we serve the needs of students who have been identified as ELLs with IEPs.

We will provide after-school tutoring one day per week for one hour sessions for our ELL population by our ENL staff and by Living Environment Teacher on Saturdays. The Saturday program will run from October 2018 until June, 2019.

All after-school programs will be in session between October, 2018 and June, 2019.

Our language of instruction for all ELL students is English.

Home language support is provided by in-school translations for parents as well as letters translated into appropriate languages as available through the translation unit. In addition, school staff frequently uses the over-the-phone interpretation services to communicate with guardians and students about academic progress and school-related issues.

Our materials are separate from the classroom texts. We use appropriate articles from National Geographic which are leveled to support various language skills as well as Newseala and other educational websites. National Geographic articles are provided at no cost to our Title III
Part B: Direct Instruction Supplemental Program Information

Program. We also utilize dictionaries and glossaries in various languages to assist our students in the classroom and on state exams.

In the 2018-19 academic year Rosetta Stone will be utilized in instruction to enhance the English language skills of Entering, Emerging and Transitioning ELLs. Teachers use classroom scholarship data as well as assessment data from NYSITELL and NYSESLAT to identify and support student needs. Students need help in literacy and academic writing.

Classes will be taught by a content teacher and an ENL teacher. Teachers co-plan, co-teach and implement instructional strategies for learning to meet every student's needs. Students are grouped for instruction by proficiency level in their Stand Alone ESL classes. Subject teachers as well as ENL teachers maintain records of student progress and meet to review areas of need for each individual student and identify an action plan to help students achieve proficiency both in their language skills and academic content.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional development is the tool with which we can enhance and further develop teacher skills in the most effective strategies that will assist our ELL students. It is the responsibility of school administrators to ensure that the most current strategies are used by our staff. Strategies are culled from current research, out of the building PDs and based on student needs.

All teachers of ELL students are notified of the language level of ELL students in Title III programs in their classes. We provide support to these teachers in the form of professional development by our ENL teachers and by our Generation Ready consultants. Our ENL teachers receive additional professional development by our consultants as well as our Field Support Center, and through city-wide initiatives in an ongoing basis.

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

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

Some of our providers are our Generation Ready consultants and Field Support staff, as well as in-house teaching staff. The teacher PD is provided on a monthly basis during faculty conferences and individual PD from September to June. Professional development is a no cost to the Title III program.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____

The support of parents for all students, especially those of immigrant ENL students is of utmost importance. Parents are the bond between the school and its students. We continually reach out to parents to inform them about their children's academic progress as well as to address their concerns regarding their children’s education. Additionally, parents are also invited to attend PTA meetings on a monthly basis to share their concerns. We also hold conferences for parents of ENLs to introduce them to ENL content area classes and expectations. These meetings are held in November, February and March after school. The purpose of these meetings is to have parental involvement and support for ENLs language development and ensure academic success. We will also provide bi-monthly parent workshops/meetings offered to all ENL students. The workshops will be conducted by Parent Coordinator and ENL teacher(s). The topics to be covered include: Parent orientation, How to help your child succeed in school, transcript and graduation requirements, college and career night and Family/Cultural celebrations. These events will begin in November 2018 and run until June 2019. Each monthly workshop will run for two hours each time in the afternoon/evening sessions.

We endeavor to support our parents with educational choices of ENL programs, programming choices in courses, school safety, unique needs of those students who are IEP students, and any other concerns that they may have. We also provide tutorials on using our online credit recovery and tutorial programs. We provide professional development to parents to assist them in accessing Pupilpath parent link. We also provide tutorials in reading and understanding student transcripts and recognizing the State mandated graduation requirements. These supports are given in November, February and March. These tutorials are provided by our principal and assistant principals, guidance counselors, college adviser, and parent coordinator.

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

Parent meetings will be scheduled with translated letter home. Sessions will be structured to include an agenda of the day's activities and relevant materials. Sign in sheets will be maintained to document attendance at meetings.
### Part D: Parental Engagement Activities

### Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Per session</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Per diem</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Purchased services</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
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<td>---</td>
</tr>
<tr>
<td>Travel</td>
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</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Brooklyn</td>
<td>344</td>
</tr>
</tbody>
</table>

**School Name** Rachel Carson 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Assistant Principal</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Wilensky</td>
<td>Stephen McNally</td>
<td>type here</td>
<td>type here</td>
<td></td>
</tr>
</tbody>
</table>

**ENL (English as a New Language)/Bilingual Teacher**

<table>
<thead>
<tr>
<th>Annamaria Horvath</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adam Gold</td>
</tr>
</tbody>
</table>

**Teacher/Subject Area**

<table>
<thead>
<tr>
<th>Ema Preda, ENL</th>
<th>Jabbar Hills</th>
</tr>
</thead>
</table>

**Teacher/Subject Area**

<table>
<thead>
<tr>
<th>Theresa Buchhalter, Sped</th>
<th>Dedra Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Support Center Staff Member</td>
<td>Mauriciere de Govia</td>
</tr>
<tr>
<td>Lisa Kureczka</td>
<td></td>
</tr>
</tbody>
</table>

**Related-Service Provider**

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Michael Prayor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

**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 | 2 |
| 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**
### Part II: ELL Demographics

#### A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>Total</td>
<td>570</td>
<td>94</td>
<td>16.49%</td>
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</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Yes ☐ No ☒
- If yes, indicate language(s):

- Dual language program (DL)
- Yes ☐ No ☒
- If yes, indicate language(s):

- Freestanding ENL
- Yes ☒ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>na</td>
<td></td>
<td>0</td>
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<td>TBE</td>
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### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   To assess the literacy skills of our ENL students, we use the NYSITELL and NYSESLAT assessments. This data indicates students’ language level and is broken down in terms of the four language modalities: Listening, Speaking, Reading and Writing. This is helpful because it shows exactly where each ENL student is at and what modality the student needs to improve on with the support of ENL instruction and services. Therefore, this data provides ENL teachers with a detailed blue-print for planning and designing instruction that is tailored to each individual ENL student’s needs.
   Additionally, our staff also uses teacher generated assessments along with internal tools like our Assessment Data Tracker to monitor progress and make necessary shifts.

2. What structures do you have in place to support this effort?
Our ENL teachers make use of our Assessment Data Tracker—a document shared on our Google Network—through which teachers record the skills being assessed for a given assessment, the strengths and weaknesses demonstrated by students, and the modifications to meet the needs of struggling and excelling learners.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?  
As a small school, we are afforded the opportunity for our ENL teachers to create their own assessments (baseline, benchmark, formative, and summative assessments) in an effort to monitor the progress of our ENL students. Additionally, our ENL teachers and school leadership review Regents data and marking period scholarship data to assess student needs. Furthermore, our ENL teachers provide translated versions of class benchmark and summative assessments to support students’ HLA needs.

4. What structures do you have in place to address interventions once the summative data has been gathered?  
Our ENL teachers offer targeted supports to struggling learners in the form of freestanding instruction and in various subject areas, co-taught integrated teaching in core subjects, such as Living Environment, ELA, Earth Science, Global History, US Economy & Government, after school tutoring and Saturday school tutoring.

5. How does your school use 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.]  
NA

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)  
The NYSESLAT indicates students’ language level and is broken down in terms of the four language modalities: Listening, Speaking, Reading and Writing. This is helpful because it shows exactly where each ENL student is at and what modality the student needs to improve on with the support of ENL instruction and services.  
In addition to NYSESLAT results, school leadership carefully analyzed Regents results and identified Living Environment, Earth Science, Global History, and English as areas of need.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?  
School leadership worked closely with ENL and subject area teachers to create ENL co-taught sections of Living Environment, ELA, Earth Science and Global History. Each ENL student is given a program based on what Regents level classes they require with support from an ENL teacher within that content area in order to aid comprehension of the subject matter. In other words, all freshman ENL students receive CO-taught ENL classes with Living Environment in order to help them, achieve a solid understanding of the subject and be successful on Living Environment regent exam. In addition, all freshman ENL students receive co-taught ENL/ELA class to help them in achieving success in the English language and class. In 10th grade, all ENL students receive a program consisting of ENL/ELA co-taught class, Earth Science/ENL co-taught class in order to help students be successful in the class and on the regent exams. In 11th grade, all ENL students receive a program consisting of ELA/ENL co-taught class and US History/ENL class to support students with these classes and to be successful on these regent exams. Additionally, in 12th grade, all ENL students receive co-taught ELA/ENL class to prepare them for college. Furthermore, school leadership has hired an ENL consultant and an ELA/History Generation Ready Consultant to support ENL planning and instruction in various core subject areas.

Part IV: ELL Programming
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.
      Students are homogeneously enrolled in ENL classes based on their levels. Entering students attend one ENL freestanding class as well as several ENL integrated co-taught classes per day, for no less than 540 minutes per week. Each Entering and Emerging student receives a unit of ELA/ENL co-taught class, A stand-alone ENL class and a co-taught content area class (Living Environment/ENL class). Emerging level students receive no less than 360 minutes per week, comprised of a freestanding class and integrated co-taught classes.
      Each Transitioning student at our school receives an ELA/ENL co-taught class and a content area with ENL co-taught class, such as Living Environment/ENL, Earth Science/ENL, and US/History/ENL class. Transitioning and Expanding students receive no less than 180 minutes of ENL instruction per week. Each expanding student receives one unit of ELA/ENL or one content area/ENL class. Commanding students receive no less than 90 minutes of integrated co-taught ENL instruction per week in a content area where they require assistance in such, as major classes that terminate in a regent exam.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

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)?
      Students are enrolled in ENL classes based on their levels. Entering students attend one ENL freestanding class as well as several ENL integrated co-taught classes per day, for no less than 540 minutes per week. Emerging level students receive no less than 360 minutes per week, comprised of a freestanding class and integrated co-taught classes. During the programming we ensure that all Entering and Emerging level ENL students receive the mandated number of instructional minutes in co-taught ELA classes as per CR Part 154.2
      Transitioning and Expanding students receive no less than 180 minutes of ENL instruction per week. Commanding students receive no less than 90 minutes of integrated co-taught ENL instruction per week.
      The ENL and subject-area teachers all ensure that ENL, ELA, and HLA instructional minutes are delivered in all classrooms according to the following:
      - all ENL students are provided with bilingual glossaries, dictionaries, and translated versions of classroom materials, which are utilized simultaneously to promote home language and English language development and mastery.
      - ENL and subject area teachers collaborate on the development of lessons and curricula that provide targeted supports for all language learners.

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.
   Content classes are taught by the designated licensed teachers. Students are supported by the sharing of critical information between the content area teachers and the respective ENL teachers. The ENL teachers then provide translations and reading/writing support to assist the students in mastering the materials. Instruction in content classes is differentiated to meet the needs of the various levels of ENL students language proficiency.
Instructional approaches include: Team-teaching where the ENL teacher is responsible for making language comprehensible and teaching Tier one and Two vocabulary while the content area teacher is responsible for teaching content words and making the content comprehensible. Together both the ENL teacher and content-area teacher deliver instruction that focuses on language and content at the same time. Most importantly, in order to meet the demands of the CCLS, ENL teachers co-teach in various content area classes to foster ENL, HLA, ELA, and content-area knowledge. To ensure that all ENL students will meet the demands of the NYS Learning Standards, ENL teachers work collectively with their respective continent-area teachers to co-create and modify lessons based on language level that also meet regent-level subject area requirements. In other words, the content area teacher shares his/her unit plan and lesson plans with the ENL teacher and together they make adjustments and develop scaffolds for vocabulary and literacy in order to aid student in developing language and content-area knowledge. Additionally, core content instruction is delivered in the freestanding setting to provide supports in skill and content knowledge to Entering and Emerging ENL students.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We evaluate our ENL students in their native languages via teacher-generated assessments. Moreover, ENL teachers provide students with translated materials and assessments to further support student learning. Students who are native Spanish speakers are administered the Spanish Lab-R in addition to the NYSITELL exam.

5. 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) Identified SIFE students are provided co-taught classes, scaffolded instruction and tutoring in core subject-area classes to assist them in developing their English language proficiency. Each student that is identified as SIFE is provided with additional support, based on their individual academic needs and initial diagnostic assessments. The SIFE students are scheduled for required classes. They are also offered additional assessment preparation and review sessions after school. All SIFE students receive extra support in co-taught Living Environment/ESL Earth Science/ESL, ELA/ESL and History/ESL classes. These co-taught classes offer the students the differentiated instruction needed to make progress in the content area and in English language skills. These students receive testing accommodations, such as extended time, translated versions as applicable and available, dictionaries, glossaries on all assessments. Also, separate location is provided as part of test accommodations on all State Regents exams.

b) After the initial intake process, Newcomer students are placed in ENL classes based on their level and receive English as a New Language support in Content-area classes such as Living Environment, Earth Science, History, ELA classes and in stand alone ENL classes if the language level requires. Also, these students are provided translations and other native language supports in order to have access to content-area information and instruction. Newcomer and Developing students receive continuous instructional support from all staff members. Test accommodations include extended time, translated versions, dictionaries, glossaries on all class and Regents exams. Also, separate location and extended time are provided during Regents exams.

c) Developing ENLs are provided support to ensure that they continue working towards language proficiency in English. These students are provided with translations, dictionaries and other native language support in order to achieve academic success in all content area classes. Besides these supports, time extension and separate location are provided on Regents exams to all ENL students.

   These students also receive support and differentiated instruction in co-taught classes, such as ELA, Living Environment, Earth Science, and History classes.

d) Long-term ENLs receive additional support in integrated co-taught classes and tutoring during school days, during after school, and during Saturday school. Test accommodations include extended time, translated questions as applicable and...
available, dictionaries, glossaries on all assessments. Separate location is provided as part of test accommodations on the State Regent Exams.

e) Former ENLs continue to receive support in integrated co-taught classes as well as accommodations on assessments as mandated by the appropriate regulations.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
ENL students with IEPs are provided support by our ENL teachers as well as our ICT collaborating teachers. This target group of students is offered additional tutoring in content and ELA classes. Students are allowed testing accommodations on all assessments according to their IEPs. Materials to support this unique cohort of students are reviewed for academic rigor and are ensured to meet the needs of students with below grade-level academic skills. Our SWDs are offered the state Regents exams and we provide tutoring to ensure student success on these exams. The instructional strategies used for this group of students' include the following: providing extended time for class work and assessments, audio-visual aids to students who are eligible, sentence frames to aid in writing, word boxes to help with writing passages, read aloud and think aloud activities to support understanding, group work, small teacher group work. Content-area teachers co-plan with ENL teachers and Special Education teachers to set learning targets, modify instruction to support ENL/SWD students, pre-teach vocabulary/concepts with use of visual and audio scaffolds and graphic organizers/charts to help students see connections among concepts.

7. 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?
ENL students with IEPs are scheduled for either ICT or SETSS or related services as per the IEP. We ensure that students receive the appropriate setting with the support of our Special Education teachers. The students in SETSS receive additional support by their assigned teacher. All teachers of ENLs with IEPs are aware of students’ levels and support their academic, language and social growth. Teachers provide additional remediation and tutoring as necessary as well as testing accommodations as noted on the IEPs. These students are serviced in integrated co-taught content-area classes and receive support directly from content area teachers, Special Education teachers, ENL teachers, paraprofessionals to ensure that their learning goals are met as governed by IEPs.

8. 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.
ENL students are supported in their content area classes by their respective teachers. Assessment results are reviewed to identify areas in need of remediation. The ENL and designated content area teachers co-plan on a daily basis in order to create, modify, deliver, and assess meaningful instruction. All teachers receive a list of our ENL students and their unique levels of proficiency at the beginning of the school year.
For 9th grade, all ENL students receive a co-taught ELA/ENL class in order to develop and improve English language skills and content area knowledge in English language arts. Also, all ENL students receive a co-taught Living Environment/ENL class to develop and improve English language skills through the lens of science and to perform successfully on the Living Environment Regents exam.
For 10th grade, all ENL students receive a co-taught content area class, such as Earth Science/ENL class to help students develop English language and acquire scientific knowledge and to perform successfully on Earth Science regent exams.
For 11th grade, all ENL students receive a co-taught content area class, such as ELA/ENL to support with language acquisition and to enable students to perform successfully on ELA Regents exam. Also, for 11th grade, all ENL students receive a co-taught US History/ENL class in order to help students develop language in in the subject and to be successful on the US History Regents exam.
For 12th grade, all ENL students and former ENL students receive a co-taught ELA/ENL class to help them develop the language and skills they need to be successful in college.
Additionally, our ENL and content area teachers offer tutoring sessions to ENL students both after school and during Saturday school sessions.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? 
To assist our ENL students, we continue implementing the integrated co-taught class model in content areas with highest ENL demands. Our ENL teachers collaborate and teach in various content area classes, such as History, English language arts and Science. In addition, one of our ENL teachers will take on the teacher leadership role of a Model Teacher to support content area teachers in delivering the highest quality of ENL instruction.

10. If you had a bilingual program, what was the reason you closed it? 
NA

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. 
All ENLs in our school have equal opportunity in all programs. Our ENL students attend tutoring and other after-school programs based on their language and subject area needs. We are an inclusive school supporting everyone. We have after-school tutoring, Saturday school and courses offered by our CBO, Liberty Partnership. ENL students are invited to, and often participate in our annual talent show and International Night as well. Furthermore, all invitations for programs and other school letters are translated into various languages before they are sent out to parents.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. 
Our ENL students have access to computers and laptops in classes and in the school’s media center. We use glossaries and the Google Translate to assist in translations. Our ENL students are allowed to use electronic translators where appropriate in classes as well.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
We use native language as an aid through peer groups in subject and ENL classes. When feasible, we ask students with language skills to assist fellow students who speak the same language. In addition, native language support is provided through translations, bilingual glossaries and dictionaries.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All services utilized have been identified as suitable for high school students. Reading materials are provided based on students’ language level and cognitive ability. All resources have been reviewed by our ENL teachers to ensure that they are effective, supportive, accessible, grade level appropriate and CCLS aligned.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
While we are a collocated school, we share our space with both a middle school and a charter school, making the sharing of resources difficult. As such, all services are provided by our staff to our students.

16. 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).
At the beginning of the school year, we provide two days of Freshmen Orientation. All students, including ENLs, meet with their teachers for one day to review course requirements and to get an opportunity to ask questions about the upcoming school year. The following day, the students go on a trip to the New York Aquarium to conduct dissections and participate in a guided “behind the scenes” tour.
To assist newly enrolled ENL students, we provide ENL Parent/Student orientation. At these meetings, the ENL teachers and
Parent Coordinator facilitate these meetings to introduce the ENL student and his/her parents to the school system and to the ENL program offered at our school. The parents are provided with the HLIS (Home Language Survey in parent’s preferred language), ENL/Bilingual/Dual Language Parent orientation video in parent’s preferred language, information brochures in parent’s preferred language and translations offered by our teaching staff who speak same language as parent or use of over-the-phone translation and interpretation unit. If students are eligible for ENL they will take NYSITELL exam and afterwards scores will be reported to parents in their along with Parent Selection forms in their preferred language.

We will also provide bi-monthly parent workshops/meetings offered to all ENL students. The workshops will be conducted by Parent Coordinator and ENL teacher(s). The topics to be covered include: Parent orientation, How to help your child succeed in school, transcript and graduation requirements, college and career night and Family/Cultural celebrations. These events will begin in November 2017 and run until June 2018. Each monthly workshop will run for two hours each time in the afternoon/evening sessions.

New ENL students arriving during the school year are introduced to their classmates and we try to find students with the same home languages to serve as buddies as the students are acclimated to our school. In addition, our school is implementing a senior mentoring program for all incoming freshmen and mentors for ENL students will be selected based on common home language.

17. What language electives are offered to ELLs?

We currently offer a three year sequence of Spanish as a foreign language course of study for all students, including ENLs.

18. 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)?

   N/A

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**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 and non-pedagogic staff.) 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?

   We provide professional development for our ENL teachers throughout the year. Both Ms. Horvath and Ms. Preda routinely attend PD and information sessions to improve engagement skills and learn new instructional strategies. The two ENL teachers disseminate information with the entire staff on a regular basis as they develop strategies for our ENL students. They conduct workshops, which share best practices with content area teachers, such as Living Environment, History, English Language Arts and Science teachers. They also co-plan with these teachers to create instruction that is tailored to meet the language needs of all ENL students based on their ENL level (Entering, Emerging, Transitioning, Expanding and Commanding). These strategies help our ENL teachers to plan and deliver instruction that is aligned to CCLS in classes and in preparation for the NYSESLAT exam.

   In addition, both ENL teachers

2. 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.

   During regularly schedule Chancellor’s Conference days and throughout Professional Development staff meetings (monthly), ENL teachers provide workshops and work one-on-one with content area teachers to refine curriculum as per each ENL
student's language level needs. In addition, Ms. Horvath serves as a model ENL teacher for the entire school. She will deliver monthly training to content area teachers to help them refine their curriculum to meet the needs of their ENL students. Also, she will open up her class as a lab for all content area teachers to come and observe best practices/strategies for teaching ENL students.

To support incoming students, we review their data from previous years on the ELA and Math State Exams as well as the NYSESLAT and NYSITELL. We share this information with all teachers in order to more fully support our ENL population.

Professional development is scheduled as per the latest regulations to ensure compliance. Services are provided in-house and through staff developers and consultants.

**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?

   In addition to our student/parent orientations and parent-teacher conferences, our ENL teachers have hosted ENL parent nights to share important information and keep parents updated as to the curriculum and student progress. Furthermore, teachers of ENLs keep parents informed about student progress via phone calls, e-mails. For phone calls, staff members utilize the DOE Translation and Interpretation Services to aid communication with parents in their native language(s). Throughout the year, teachers of ENL students (ENL teachers with Content area teachers and IEP teachers meet to discuss student progress and update plans. Once a month, ENL teachers meet with IEP teachers to discuss progress of ENL/IEP students and update accommodations or modifications, which then are communicated with parents in person or over the phone.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   We provide all relevant notices in all languages available through the Translation/Interpretation Unit. We also conduct PTA meetings and encourage parents/guardians of ENL students to attend. Parents of ENLs are encouraged to attend and participate in the "Back to School Night" and "International Night".

   We will also provide bi-monthly parent workshops/meetings offered to all ENL students. The workshops will be conducted by Parent Coordinator and ENL teacher(s). The topics to be covered include: Parent orientation, How to help your child succeed in school, transcript and graduation requirements, college and career night and Family/Cultural celebrations. These events will begin in November 2017 and run until June 2018. Each monthly workshop will run for two hours each time in the afternoon/evening sessions.

**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.

1. All teachers of ENL students are notified of the language level of ENL students in their classes. We provide support to these teachers in the form of professional development and co-planning by our ENL teachers and by our consultants.

2. All staff members receive their training hours from our in-house ENL teachers and consultants. All staff members are acutely aware of the needs of our ENL population.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Edward Wilensky, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<td>Stephen McNally</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 21K344  School Name: Rachel Carson High School  Superintendent: Michael Prayor

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<td>Horvath</td>
<td>ESL Teacher</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

In order to provide accessible information to all parents across different languages we have instituted the following protocols:
A. A database is created of all home languages spoken by our students.
B. We translate all important letters to parents through the translation unit prior to sending them home.
C. All parents that visit the school and require translation services are assisted either through our in house staff teachers who speak the same language or through the interpretation unit over the phone.
D. Signs are posted in all available languages at our entrance and main office to advise parents of the availability of the translation services.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

NA

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
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<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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<tr>
<td>Invitations to Freshman Orientation</td>
<td>July/August</td>
<td>We provide written translations of letters sent to parents indicating key</td>
</tr>
</tbody>
</table>
We provide written translations of letters sent to parents indicating key events at the school. Documents requiring translation are submitted to Translation & Interpretation Services in ample time to be available when needed for mailings or distribution.

<table>
<thead>
<tr>
<th>Invitations to Parent-Teacher Conferences</th>
<th>October, March</th>
</tr>
</thead>
<tbody>
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<td>We provide written translations of letters sent to parents indicating key events at the school. Documents requiring translation are submitted to Translation &amp; Interpretation Services in ample time to be available when needed for mailings or distribution.</td>
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</tr>
</tbody>
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<tr>
<th>Invitations to our International Night</th>
<th>April</th>
</tr>
</thead>
<tbody>
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</table>

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<tr>
<th>Invitations to parent information sessions on: Graduation Requirements, PupilPath, Senior Year Information, College and Financial Aid Nights.</th>
<th>Various points throughout the year</th>
</tr>
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</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conferences</td>
<td>October, March</td>
<td>We have members of our faculty who can act in an interpretive role. Additionally, when necessary, we make use of the over-the-phone translation services offered by the Translation &amp; Interpretation Unit.</td>
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<td>Information session on graduation requirements</td>
<td>Various points throughout the year</td>
<td>We have members of our faculty who can act in an interpretive role. Additionally, when necessary, we make use of the over-the-phone translation services offered by the Translation &amp; Interpretation Unit.</td>
</tr>
<tr>
<td>Information session on IO Education Tools (PupilPath)</td>
<td>October</td>
<td>We have members of our faculty who can act in an interpretive role. Additionally, when necessary, we make use of the over-the-phone translation services offered by the Translation &amp; Interpretation Unit.</td>
</tr>
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</table>
Information session on Financial Aid application completion | January | We have members of our faculty who can act in an interpretive role. Additionally, when necessary, we make use of the over-the-phone translation services offered by the Translation & Interpretation Unit.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Rachel Carson High School utilizes a School Messenger System that provides text-based translation in communicating directly with parents. We also have the IO Education suite which includes IO Messenger. This program allows us to send text messages to parents that are translated into the appropriate language to ensure that parents are informed. We have members of our faculty who can act in an interpretive role. Additionally, when necessary, we make use of the over-the-phone translation services offered by the Translation & Interpretation Unit.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Our Field Language Access Coordinator will ensure that all members of our staff are aware of the stipulations of Chancellor's Regulation A-663 and the resources available to them to ensure legal translated communication with parents. Our Field Language Access Coordinator will also conduct professional development on how to use the over-the-phone and written translation services. Additionally, school administration will conduct professional development on the use of our phone message system as well as the IO Messenger for communicating with families.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

As new students arrive, we ascertain the parents preferred language. This information is entered into the DOE database and a record is kept at the school. We run an RBIR report in ATS that highlights the parent’s preferred language. Parents visiting the school will easily note the signs posted indicating the availability of translation and interpretation services. We always note the preferred language of a parent prior to contacting the home regarding any school concerns and insure that we have an interpreter standing by to assist. Our Parent Coordinator maintains a list of all parent’s preferred languages in our records and on our emergency contact cards. When necessary, we will contact the interpretation unit or our DOE approved vendor and ask that they conference a call to a parent using the preferred parental language.
Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We do use the yearly school survey to inform whether parents are satisfied with our translation services. We also ask parents at every visit how we can better assist them with translation services as necessary.