



RACHEL CARSON HIGH SCHOOL FOR COASTAL STUDIES

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 21/BROOKLYN/21K344 RACHEL CARSON HIGH SCHOOL
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21k344 **SCHOOL NAME:** Rachel Carson High School

SCHOOL ADDRESS: 521 West Avenue Brooklyn NY. 11224

SCHOOL TELEPHONE: 718- 265 - 0329 **FAX:** 718 – 372 - 2514

SCHOOL CONTACT PERSON: Edward Wilensky **EMAIL ADDRESS:** ewilens@schools.nyc.gov

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME: EDWARD WILENSKY

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Schneider Harold Webb

PRINCIPAL: Edward Wilensky

UFT CHAPTER LEADER: Harold Webb

PARENTS' ASSOCIATION PRESIDENT: Christine Schneider

STUDENT REPRESENTATIVE:
(Required for high schools) Anna Oliveras

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 21 **SSO NAME:** ICI

SSO NETWORK LEADER: Mike LaForgia

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Edward Wilensky	*Principal or Designee	
Harold Webb	*UFT Chapter Chairperson or Designee	
Christine Schneider	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Anna Oliveras	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ariel Gorman	Student Representative	
Pastor Connie Hula	CBO Representative, if applicable	
Abraham Furleiter	Member/ Assistant Principal	
Stephen McNally	Member/ Teacher	
Jason Cantor	Member/Teacher	
Annette Strawder	Member/ Secretary	
Jeanette Stangarone	Member/ Parent	
Maha Raslan	Member/ Parent	
Merryl Kafka	Member/ Associate, Co-founder	
Lisa Gorman	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Rachel Carson High School for Coastal Studies opened in September, 2005 as a high school dedicated to integrating the marine environment into our academic studies and our curriculum. Rachel Carson High School for Coastal Studies is a small school with a population of 473 students-grades 9-12, 1 principal, 2 assistant principals, 3 guidance counselors, 27 faculty members, 2 secretaries, 5 aides, 3 Para- professional, and 1 parent coordinator. Our theme of coastal studies, marine science and environmental studies forms the basis of our school and transcends our courses on a daily basis. Our mission statement states; "The mission of Rachel Carson High School for Coastal Studies is to promote academic rigor and excellence through a strong standards-based curriculum with a concentration in marine biology and environmental sciences. Our partnership with the New York Aquarium, Kingsborough Community College and other institutions offer students opportunities for learning and developing experiences for educational excellence." Our vision and now reality is to bridge the marine coastal environment with our high-level academic studies. Our school's vision reads as follows;

- I. RACHEL CARSON HIGH SCHOOL WILL BRIDGE AND INTEGRATE THE COASTAL ENVIRONMENT WITH HIGH-LEVEL ACADEMICS FOR OUR STUDENTS.
- II. TEACHERS AND STAFF WILL CONTINUE TO IMPLEMENT A PROJECT BASED STANDARDS CURRICULUM.
- III. RACHEL CARSON HIGH SCHOOL WILL CONTINUE AND EXPAND ITS COLLABORATION WITH OUR MAIN PARTNER ORGANIZATION, THE NEW YORK AQUARIUM.
- IV. RACHEL CARSON HIGH SCHOOL WILL CONTINUE TO EXPAND OUR PARTNERSHIPS AND PROGRAMS WITH KINGSBOROUGH COMMUNITY COLLEGE AND THE BROOKLYN BRIDGE PARK CONSERVANCY.
- V. RACHEL CARSON HIGH SCHOOL WILL CONTINUE ITS COLLABORATIVE ENVIRONMENT AMONGST ALL OF OUR CONSTITUENCIES-TEACHERS, STAFF, PARENTS, STUDENTS AND COMMUNITY PARTNERS.
- VI. RACHEL CARSON HIGH SCHOOL WILL STRESS OUR STRONG TEACHER MENTORING INITIATIVE
- VII. RACHEL CARSON HIGH SCHOOL WILL CONTINUE ITS ONGOING TEACHER MENTORING INITIATIVE, STUDENT PEER MENTORING PROGRAM, AND UTILIZE STUDENT INTERNSHIPS AS SCHOOL AND COMMUNITY SERVICE REQUIREMENTS.

Our school is collaborative in nature. We rely on teams such as our parents association, our school leadership team, our student government and our community partners to work together to set and meet school goals. These teams play a vital role in all aspects of shared decision making at our school. We communicate jointly amongst the teams. As a matter of fact we have our regular SLT and PTA meetings on the same day. Our staff and our teachers always have direct input into decisions made by the school. Our Inquiry Team is focusing on students in the lowest third of our population. The Inquiry Team as well as the other teams listed above focus and review data, student attendance, and the effectiveness of intervention and ultimately build structures to support the growth of these students and all students in our school. Our collaboration with the New York Aquarium and our proximity to various shorelines and the marine environment allows us to offer a hands-on experience, have a living laboratory at our fingertips for our students, and offer in-situ outdoor ecological experiences for our students. We offer a Marine Science, Robotics and Marine Technology, and Environmental elective classes for our students which focuses on our local marine environment and relevant environmental concerns. In addition to our collaboration with the New York Aquarium, and with Kingsborough Community College.

Our students serve as interns at the New York Aquarium. They are taking College Now Courses at Kingsborough Community College for college credit. Our partnership with Kingsborough has expanded beyond College Now. We offer research classes in the Social Sciences where students can work on individual projects under the guidance of a college professor. We are also developing collaboration with the marine science program at Kingsborough Community College. We have been selected as the only school in the city to be involved in a DNA project with Kingsborough Community College and Cold Springs Harbor Laboratories. Our school is also involved in a career and technical program also with Kingsborough. Our schools' partnerships have evolved and expanded over the past three years to include not only our main/original partner the New York Aquarium but also Kingsborough Community College. We have also developed collaboration with the *MATE* program which has led to the implementation of two marine technology classes and subsequent robotics projects that were entered into the Northeast Regional Robotics competition at Buzzards Bay, Massachusetts.

The New York Aquarium, our original partner organization has played a large role in the development of our curriculum and the path of our school. We have been able to infuse a marine and coastal environmental theme throughout our school with the Aquarium's assistance. We offer a Marine Science Elective course well as an Environmental Science course to our students. Students study specific areas pertaining to the Marine Environment and Coastal Studies. Our school is project based and the Aquarium has helped us to realize this vision with unique contributions of funding, mentorship opportunities, and various marine programs. Our partnership with Kingsborough Community College began during the 2007-2008 school year. Our eleventh grade students are taking college level courses in our own building and at the college. Visiting professors from the college as well as our own staff teach the courses. In addition our students are involved in social science research studies which may lead to Intel type projects in the future. The college has invited our school to be involved in a pilot program to study DNA, which we are currently piloting. They are currently offering positions for 20 students to be involved in this program. We are the only school in the city that has been offered

this pilot program. The program will take place at our school, with laboratory exercises conducted at the college and a trip to the Cold Springs Harbor DNA Center for our students. Our partners play a significant role in our school on a daily basis. We represented New York State at the National Ocean Student Summit in Washington, D.C. in December, 2006.

We allow our students to express their views in written form across the curriculum, yet demand, support and challenge them to do research as scientists. We believe that an educated person can study and analyze the marine environment as well as understand Shakespeare, Global/American history, and Algebra.

Our school is in an ideal location in Coney Island to offer an academically rigorous program in the Marine Sciences.

We believe we are successful because we are attracting students and their families who are staying with our school. Our first year which was marked by turbulence and change has been stabilized. Our school met and exceeded our student projections for the 2008-2009 school year and we have many students inquiring about our safe school environment. Our teaching staff this year consists of 24 teachers and 95% of our teachers returned from the 2008-2009 school year indicating a very stable and professionally rewarding environment. Additionally, to provide greater assist to our Special Education students, we have hired an additional Special Education teacher.

We have numerous after school programs including after-school tutorials, a Saturday Academy, and clubs such as our Dance Club, Step Club, Film and Video Club, a Marine Science Aquarium Club (Squad), and our Basketball Club. Our student government is vibrant and strong and many students are involved. Our strength is our collaboration amongst all our constituencies and our partner organizations to help us to build structures that support this personalized small educational environment.

*We meet with our partner organizations on a regular basis.

*Our staff meets at least two times a month for professional development.

* The administrators have conversations with the teachers around the questions- What is our work? How do we utilize data to drive instruction? What are our next steps?

We feel we are building a fine school community with our partners. We are a "Community School" built around our environment, Coney Island. We were setup to meet the academic, social, emotional and the physical needs of our students and their families.

We feel our school has a bright future.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Rachel Carson High School for Coastal Studies						
District:	21	DBN:	21K344	School BEDS Code:	332100011344		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		83.1	84.5	84.7
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	0	0	0		91.6	92.3	91.9
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	0	0	0		70.4	70.4	70.4
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		1	1	26
Grade 9	96	158	154	Recent Immigrants - Total Number:			
Grade 10	87	94	128	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	68	84		3	27	10
Grade 12	0	0	64	Special Education Enrollment:			
Ungraded	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	183	320	430				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	19	24	86
# in Collaborative Team Teaching (CTT) Classes	0	9	22	Superintendent Suspensions	5	5	16
Number all others	11	10	9	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0
<i>(BESIS Survey)</i>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	9	41	42	Number of Teachers	7	18	25

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	1	Number of Administrators and Other Professionals	2	4	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	1	10	16	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	10.5	20.0
				% more than 5 years teaching anywhere	14.3	21.1	32.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	43.0	53.0	60.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	84.1	90.5
American Indian or Alaska Native	0.0	0.3	0.2				
Black or African American	36.6	26.9	30.0				
Hispanic or Latino	29.5	28.8	27.0				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	11.2	10.7				
White	27.3	32.8	31.9				
Male	37.7	41.9	45.3				
Female	62.3	58.1	54.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:		ELA:		SRAP 6			
Math:		Math:		IGS			
Science:		Graduation Rate:		Pending			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	X	-
Ethnicity							
American Indian or Alaska Native					-	-	
Black or African American					-	-	
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White					-	-	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient							
Economically Disadvantaged					-	-	
Student groups making AYP in each subject		0	0	0	1	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B	Overall Evaluation:		▶			
Overall Score:	67.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				√	
School Environment:	6.4	Quality Statement 2: Plan and Set Goals				▶	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals				√	
School Performance:	15.4	Quality Statement 4: Align Capacity Building to Goals				√	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise				▶	
Student Progress:	39.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Needs Assessment 2009-2010

Students at Rachel Carson High School were successful on their Regents exams during the 2008-2009 school year. Our greatest successes were in the Global, United States History, Languages Other Than English, ELA, Geometry, and Math B. We are also proud that 69% of our students successfully completed the Living Environment Regents exam.

The following data is reflective of student success:

- ✓ We achieved a 77 % gradation rate based on State data
- ✓ 100% of our senior class graduated on time.
- ✓ Our graduating cohort demonstrated 99 % proficiency in ELA and 100 % proficiency in mathematics.
- ✓ State accountability data indicates that we are a school in *Good Standing* regarding ELA and Mathematics scores for the 2008-2009 school year. We will continue to meet with all students to insure that they are all on track towards the completion of ELA and Mathematics assessments.
- ✓ Extensive remediation will be provided to our class of 2010 to insure continued success during this school year.

- ✓ Our 2010 cohort is currently achieving 95 % passing on required math regents exams for graduation and 77 % passing in ELA.
- ✓ Students were successful on ELA regents exams with an 86 % proficiency for January and June 2009 test administrations.
- ✓ Global Regents passing rates were at 82 %
- ✓ U.S. History passing rates were at 87 %
- ✓ We also provided 2 ESL students the opportunity to take native language Regents exams and they both passed with outstanding grades.
- ✓ Our passing rate for all math courses was at 66 %, falling short of the target of 70 %.
To that end, we have implemented additional tutorials and remediation through extended course sequences to facilitate student success

Several students were not totally proficient on the Physics, Earth Science, and Chemistry Regents exams. To insure greater success, we will implement the following:

- ✓ Additional tutoring after school and during Saturday school
- ✓ Development of differentiated instructional strategies to engage students at-risk
- ✓ Develop specific benchmark assessments that will guide teachers in lesson planning and individual student intervention plans.

Our school was most successful in many respects as we continue to maintain a positive learning environment. Our accomplishments include the following;

- ✓ Limited discipline and suspension events. When necessary, students did receive Superintendent and Principal's suspensions.
- ✓ Students participated in numerous trips to the New York Aquarium, Brooklyn Center for the Urban Environment, New York City Bridges and museums, and the Marine Robotics Competition.

- ✓ Guest speakers were regular visitors to our school; among them were Marine science experts, deep ocean explorers, a *Swift Water* diver as well as the Director of Education at the New York Aquarium.
- ✓ Our *Quality Review* standing was rated as Underdeveloped with Proficient Features for the 2008-2009 school year. We have implemented changes in staff development and data analysis to meet the suggested improvements in the delivery of Differentiated Instructional Practices.
- ✓ We are implementing the greater use of benchmark assessments to assist in identifying students that require remediation on an ongoing basis.
- ✓ Our school environment survey met the standards; however, we need to increase parental and teaching staff response rates. We do need to increase our ongoing communication with staff and parents to apprise them of school initiatives and student progress.
- ✓ Special Education students received all mandated services and our English Language learners showed improvement in Language acquisition skills. NYSESLAT results reflected the following improvements:
 - a) Five students tested as proficient on the NYSESLAT exam and do not require ESL remediation.
 - b) Fifteen students progressed in levels of competency, moving from a level requiring significant intervention to one of Intermediate or Advanced skill which require less class time dedicated to ESL services.
- ✓ Our *Inquiry Team* was successful at assessing and providing modifications in instructional assistance to facilitate success of students at risk. We identified a target group of students that were monitored throughout the year and who received intensive course work in both ELA and Mathematics. These students were programmed for double periods of each subject. As a direct result, final passing rates for this subgroup were several percentage

points lower than the school as a whole. These were ELA passing, 79 % and math passing, 62.5 %.

- ✓ Teachers participated in *Common Planning* sessions on a daily basis to improve differentiated instructional practices.
- ✓ Extensive Professional Development was provided by “AUSSIES”, and ICI staff to enhance teacher skills at addressing student needs. We were fortunate to utilize the services of three consultants who visit classrooms and meet with teachers on a weekly basis.
- ✓ Inter-visitations to lead teacher classrooms were regularly conducted. Additionally, teachers also visited several neighboring partner schools.
- ✓ We have developed a strong partnership with Kingsborough Community College. Students in several grades attended classes at our school while ten students are conducting research at the college.

Approximately 28 % of our students did not complete all course requirements and were denied promotion to subsequent grades. These students were provided with opportunities to complete missing credits. These initiatives included the following:

- ✓ Tutoring provided during daily morning tutorials and after-school tutoring.
- ✓ Lunch period tutoring
- ✓ Saturday Academy tutoring
- ✓ Credit recovery course during Saturday Academy sessions and the utilization of the *PLATO* online credit recovery program.
- ✓ At risk students were also assigned to summer school, summer mini-school, summer *PLATO* credit recovery, and Regents exam make-up.

Attendance rates at school continue to improve through the outreach efforts of teachers, attendance team monitoring, parental outreach, and the assigned attendance teacher.

During the 2008-2009 school year, our attendance rate was at 85%. Our target attendance

rate is 90%. We will continue to implement outreach to student homes through our automated phone messaging system that contacts the homes of late arriving and absentee students on a daily basis.

The Rachel Carson High School administration and staff have implemented strategies that are designed to insure student success. Among these are the following:

- ✓ Collaboration with our partner organizations, New York Aquarium, Brooklyn Bridge Park Conservancy, and Kingsborough Community College.
- ✓ Extended Professional Development by the *AUSSIE* team which focused on ELA, ESL Math, Social Studies, and Science strategies. We intend to continue this initiative to assist teachers and students in their academic progress.
- ✓ A *Small School* environment which nurtures individual growth and provides individualized instruction.
- ✓ Small class sizes with reduced student/teacher ratios.
- ✓ Extended Guidance, Special Education, and ELL staff which include three guidance counselors, three Special Education teachers, and a College Advisor who assists students twice weekly.
- ✓ Ongoing parental outreach by teachers and support staff.
- ✓ Proactive PTA and SLT. Meetings are conducted on a monthly basis and include presentations by our teachers and consultants to the PTA.
- ✓ *New Teacher* mentoring is provided to all new teachers by lead teachers in all subject areas.
- ✓ All teachers continue inter-visitations to various subject classes to develop student engagement skills.
- ✓ All mentoring hours are documented online in the NMMS data base.
- ✓ First year teachers are also assigned to visit partner schools to hone their subject skills.

A barrier to continued success is the attendance rates for some of our students. During the previous year, our average attendance rate was at approximately 84.5 %. To reverse this trend, we have implemented the following initiatives:

- ✓ An automated phone messenger system that is programmed daily to contact the homes of late and absentee parents.
- ✓ Attendance calls are conducted over the course of the day as we monitor attendance in several class periods throughout the day.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1-

Develop a faculty committee to focus on increasing at-risk student attendance across all grades and subgroups.

Attendance rates must be increased to insure student success. Absentee students are not able to participate and acquire the knowledge that is most critical for student success in class work, class assessments and State Standardized assessments. It is imperative that various strategies must be employed to insure student attendance on a regular basis. The committee will meet on a monthly basis to identify at-risk students and implement strategies to improve attendance be at least 3-5 % by the end of the fifth marking period.

Goal 2-

Increase student credit accumulation and promotion rates in all grades and subgroups.

In order to insure that students continually progress in their course work and ultimately attain sufficient credits for graduation, we must analyze, review and modify instructional practices to insure that all students complete their high school education within the expected timelines for their cohort. We will address these needs by grade level, by unique subgroups, and subject/department. Grade teams meet on a bi-weekly basis to develop curriculum and student engagement strategies to increase student success rates. Credit accumulation should be increased by 5-10% by the fifth marking period.

Goal 3-

To further enhance the collaboration between Rachel Carson High School and the New York Aquarium.

Our school has as its key focus the study of environmental issues and the marine environment. To facilitate this focus, we will further develop and collaborate with the New York Aquarium, MATE program, and the marine technology department at Kingsborough Community College. To insure greater student engagement, we will invite guest speakers with expertise in the environmental science and marine sciences. Guest speakers will present their unique perspective on marine science during 3-4 assembly meetings and informal classroom visits by the end of the school year. Teachers will incorporate these themes into lessons and student presentations will be used as the basis for developing marine fairs, which will highlight student's research science projects. We will present a student developed marine science fair twice during the school year.

Goal 4-

Increase the completion of courses and credit accumulation of our most at-risk students, Special Education and English Language Learners (ELL).

To achieve this goal, we must critically review student data, benchmark assessments and student learning plans to insure that differentiated instructional practices are implemented in all classes to insure appropriate student engagement.

We will monitor student progress on an ongoing basis throughout the school year. We expect to see a 5-10 % increase in student course passing rates by the fifth marking period.

Goal 5-

To develop and implement a content area curriculum across all grade levels.

In order to insure continuity of instruction, curriculum maps and pacing calendars will be shared by all teachers in the ELA content area. Teachers will develop a progressive instructional plan that engages our students as they move through each grade level. Instruction will be scaffolded to facilitate student success during each subsequent course.

Instructional practices will be reviewed during pre-observation and post-observation conferences.

Observations will also be conducted on an informal basis throughout the year, with formal observations conducted on a regular schedule to meet the needs of teachers and students.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop a faculty committee to focus on increasing at-risk student attendance across all grades and subgroups.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Weekly and monthly review of ATS data for all subgroups in the school by school administrators and turn-keyed to all staff members at attendance meetings. ○ Review of daily attendance data in all classes by school administrators. ○ Selected teachers will maintain an on-going outreach log as part of their Circular 6 assignment ○ Review daily late arrival log sheets by our attendance staff. ○ Teachers maintain a log of parental contacts which will be reviewed by school administrators on a bi-weekly basis. ○ Administrative staff and school aides are delegated specific cohorts to review on a daily basis. ○ Funding is set aside to provide staffing to initiate home contacts ○ <i>Phone Messenger</i> system will be used to implement daily outreach to parents. ○ Attendance team meetings which include Administrators, Guidance staff, Special Education/ESL teachers, attendance teacher, school psychologist, and Social Worker.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ Administrative and school aides are delegated specific cohorts to review on a daily basis ○ Funding is set aside to provide staffing to initiate home contacts ○ Phone Messenger system will be used to implement daily outreach to parents ○ Data logs of home outreach will be maintained by all tasked staff members ○ Tax levy funds will be utilized to support parental outreach

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Increased at-risk student attendance by 5 %.
 - Regularly collected contact logs and conferences with teaching staff on a bi-weekly basis.
 - Log of engagement strategies developed by the committee and implemented by classroom teachers.
 - Decrease of late arriving students by 5 %.
 - Logs of parental outreach by school Social Worker and attendance teacher.
-

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase student credit accumulation and promotion rates in all grades and sub-groups.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Teaching staff members will attend professional development workshops at regularly scheduled conferences, and within the school to further develop their subject delivery skills ○ Teachers will meet at regularly scheduled intervals to review student success in all subject areas ○ Teachers and administrators will visit partner schools to gain a greater understanding of successful instructional rubrics from content area staff members ○ Benchmark assessments will be used to identify at-risk students and staff members will work in subject cohorts to develop and implement differentiated instructional practices ○ Our lowest performing students will be identified and tracked as to their credit accumulation in all subject areas by guidance counselors and grade teams. ○ Development and implementation of a freshmen academy to provide instruction on a cohort level. ○ Teaching staff will develop learning goals for their students, based on data available through the ARIS, ATS, and HSST data systems ○ Classroom teachers will meet with the Special Education staff, ESL staff, and school psychologist on a monthly basis to review and set student goals. ○ Weekly meetings between small groups (5) of students with specific subject area teachers for additional remediation. ○ At-risk students assigned to specific teachers for one-to-one mentoring as selected by the guidance staff. ○ <i>PLATO</i> credit recovery pull-out with ongoing monthly subject focus. ○ At-risk students network with <i>PLATO</i> teacher and school librarian to identify texts and internet resources as an adjunct data base.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Funding will be designated for professional development workshops and regularly scheduled conferences at outside venues and within the school to further develop their subject delivery skills.
- Teacher’s classes will be monitored by alternate staff members to allow for ample meetings at regularly scheduled intervals to review student success in all subject areas
- Schedules of teachers and administrators will be designed to facilitate visits to partner schools to gain a greater understanding of successful instructional rubrics from content area staff members.
- Administrators will delegate scheduled time to review student data with all teachers from all available databases to help guide instruction.
- Tax levy and Title I funds will be used to implement professional development workshops by outside consultants as well as funding professional conference attendance by designated teachers.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Ongoing administrative review of student scholarship reports in ATS and HSST by school-wide analysis as well as all subgroups.
- Ongoing review of benchmark assessments on a bi-weekly schedule
- Regents passing scores on Mathematics and Science should reflect an increase as compared to the June, 2009 assessment scores.
- Reviews of instructional strategies based on informal and formal observations of all classroom teachers.
- Administration will review and collect evidence of differentiated instructional practices that were utilized to drive lesson development and student comprehension.
- Review of student achievement based on *Individual Learning Plans* as developed by subject teachers.
- Agendas and sign-in sheets, as well as minutes of all meetings will be provided to all teaching staff members.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To further enhance the collaboration between Rachel Carson High School and the New York Aquarium.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Schedules of guest speakers and agendas of small group and whole-school presentations on a monthly basis. ○ We will set-up a calendar of class visits to the New York Aquarium and Kingsborough Community College on an alternating schedule for all students. ○ We will set-up a master schedule of guest visitors, including agendas and student response sheets to the presentations ○ Classroom teachers will provide introductory lessons prior to the trips and school visits, to provide relevant background for each event ○ Agendas of regularly scheduled in-class marine/environmental fairs, conducted on a bi-monthly schedule, including two school wide fairs, at mid-year and end-of year. ○ Judging of marine/environmental fair presentations by invited professionals in the field of marine and environmental sciences
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ Funding will be dedicated to support Aquarium visits, trips to environmental centers ○ Professional development for the teaching staff to enhance a school-wide understanding of the impacts of humans on environmental systems ○ We will institute guest visits to classrooms by local college professors and professionals in the field of marine science and oceanography to assist in the linkage between high school studies and higher education success ○ Funding for professional activities will be through Tax levy funds
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ○ Logs maintained by students reflecting new learned concepts during field trips. ○ Appropriate lesson plans designed by teachers to reflect content materials presented during the site visits and reviewed by school administrators. ○ Science teachers will develop <i>Assessment Question Banks</i> of marine and environmental science concepts which will be utilized by teachers in all subject classes.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the completion of courses and credit accumulation of our most at-risk students, Special Education and English Language Learners (ELL).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ All subject teachers will receive student data as well as training in the analysis of student progress. ○ Student data will be reviewed on a bi-weekly basis by faculty committees. ○ ELL and Special Education student data will be reviewed at the completion of each marking period and analyzed during designated faculty conferences to identify trends indicating areas in need of remediation. ○ Parents of our target groups will be invited to the school on a quarterly basis to meet with teachers and administrators to gain a greater understanding of the unique needs of their child. ○ Parents will also receive data reports clearly indicating areas of success and those requiring additional intervention ○ Our ESL and Special Education teachers will develop a program for parental outreach, including in-school meetings and the dissemination of learning strategies that can be implemented at home as an adjunct to school interventions ○ Ongoing review of assessment data of Special Education and ELL student success in all subject areas. ○ Differentiated instructional plans will be designed by teachers in consultation with AUSSIE consultants and reviewed by school administrators on a bi-weekly basis to insure the implementation of appropriate strategies to assist students across all content areas.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ All ESL and Special Education teachers will be assigned professional development opportunities within the school by contracted staff developers from the AUSSIE organization as well as attending city-wide conferences ○ Teachers of ESL and Special Education will be required to visit local partner schools to observe and turnkey successful teaching strategies to the entire teaching community ○ ESL and Special Education teachers will be assigned a specific inter-visitation schedule to all subject classes to observe and provide strategies that will enhance student

	<p>engagement and comprehension</p> <ul style="list-style-type: none"> ○ ESL and Special Education teachers will maintain assigned logs of inter-visitations as feedback and a basis for modifications of observed teaching strategies ○ To support the needs of our ELL student population, we will use both Tax levy and Title III funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Ongoing monthly and end-of-marking periods review of assessment data by school administrators, guidance staff and ESL and Special education teachers of Special Education and ELL student success in all subject areas in classes utilizing ARIS and HSST databases. ○ Student data will be reviewed on a bi-weekly basis with all relevant teachers ○ A log of differentiated instructional plans will be maintained and shared with all teaching staff members as well as teacher committees and reviewed by school administrators on a bi-weekly basis to insure the implementation of appropriate strategies to assist students across all content areas ○ Benchmark assessments designed to demonstrate student progress towards goal attainment in all subject classes will be maintained by all teachers..

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop and implement a content area curriculum across all grade levels.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Teachers will meet during the summer to begin planning the ELA curriculum. ○ Teachers in the ELA subject area will meet during <i>common periods</i> to identify unique grade needs based on student classroom progress. ○ Per-session hours will be made available to enhance extended teacher meetings for curriculum planning and revision. ○ Teams will develop scaffolding techniques that will insure cohesion and alignment of the curriculum through successive grades.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ ELA teachers will be assigned professional development opportunities within the school by contracted staff developers from the <i>AUSSIE</i> organization as well as attending city-wide conferences ○ ELA teachers will be required to visit local partner schools to observe and turnkey successful teaching strategies to the entire teaching community ○ ELA teachers will be assigned a specific inter-visitation schedule to all subject classes to observe and provide strategies that will enhance student engagement and comprehension ○ ELA teachers will maintain assigned logs of inter-visitations as feedback and a basis for modifications and enhanced of observed teaching strategies ○ Support for the ELA initiatives will be thorough the use of Tax levy and Title I funding

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Curriculum maps will be available for use by all ELA and content area teachers as students progress during the school year.
- Curriculum maps will reflect continuity of instruction through each school year and grade.
- Curriculum maps and student expectations will be shared with all teachers, students, and parents.
- Classroom observations will reflect the use of curriculum maps and the *scaffolding* of learning skills in successive grades.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	35	35	30	30	21	10	3	2
10	35	30	30	25	10	8	2	2
11	20	15	15	20	2	1	2	0
12	5	5	5	5	0	0	0	1

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Small group instruction, tutoring, including one-to-one services are provided before and after school, including Saturday and during professional C6 assignments. Reading and writing skills are reinforced during these sessions through project-based activities such as poetry and report writing in order to prepare for classroom presentations. Additionally, to assist struggling students, we provide tutoring during lunch periods by ELA teachers. Those students at greatest risk have been scheduled for a double period of ELA classes. Students who are the most challenged, those with special needs are provided with additional remediation in either CTT or Resource Room classes. <i>PLATO</i> courses are provided for students to complete missing credits during the day utilizing internet access. Students are also able to access this site for on-going credit recovery coursework from their homes.</p>
<p>Mathematics:</p>	<p>Small group instruction, tutoring, including one-to-one services are provided before and after school, including Saturday and during professional C6 assignments. Infusion of technology utilizing graphic calculators is also stressed during these AIS sessions. Additional remediation is provided through the placement of at-risk students in a double-period of Integrated Algebra. Students who are the most challenged, those with special needs are provided with additional remediation in either CTT or Resource Room classes. <i>PLATO</i> credit recovery sessions are provided during lunch periods.</p>
<p>Science:</p>	<p>Small group instruction, tutoring, including one-to-one services are provided before and after school, including Saturday and during professional C6 assignments. Hands-on laboratory activities stressing scientific research and the principles of science and the scientific method to help students in the improvement of academic performance. Students who are struggling receive tutoring during the day by their respective science teachers during lunch periods. Additionally, we have implemented a credit recovery program through the <i>PLATO</i> organization.</p>
<p>Social Studies:</p>	<p>Small group instruction, tutoring, including one-to-one services are provided before and after school, including Saturday and during professional C6 assignments. Students participate in internet based research projects utilizing individualized instruction and computers or laptops in classrooms to improve academic performance.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>One-to-one and group counseling services are provided to students during school, after school and on Saturdays. Guidance counselors meet with the instructional staff to provide strategies for the individual needs of at risk students. Guidance counselors continually consult with the parents of at risk students.</p>

At-risk Services Provided by the School Psychologist:	Psychologist reviews and evaluates the IEP's of at risk students. The Psychologist also tests students to determine the services to be provided. The psychologist also assists in conducting Manifestation Determination Reviews (MDR) sessions for students facing violations of school discipline
At-risk Services Provided by the Social Worker:	Social worker reviews and evaluates the IEP's of at risk students. The Social Worker meets with students and parents as necessary to assist in securing social services for students.
At-risk Health-related Services:	Community based health resources and HIV prevention lessons are provided to at risk students during the school day, after school and on Saturday. Access to school based condom availability program, STD awareness and prevention literature are provided to students.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Rachel Carson High School of Coastal Studies is located in the Coney Island section of Brooklyn. The neighborhood associations identify the area as “a recreational part of the city”. Our students come from the immediate area and the entire borough of Brooklyn. Students apply for admission to our school as a non-screened program. The intellectual composition of all ESL classes is 11% above reading, 22% below reading level and 67% spanning the range in-between. The school serves an ethnically diverse population with approximately 27.7% African American, 27.5% of Hispanic origin, 32.3% White 10.6%, and 11.2% Asian origin. Half of our students learned English as a second or along with another language. 100.0% of the students are entitled to free lunch. As a high school with continuing English language learners, we review the continued entitlement letters to determine parent choice. As reflected in the parent survey selection forms, almost all parents of ELLs request a free-standing ESL program.

Our NYSESLAT achievement data indicates that we have two students who scored at the beginning level, thirty-two students at the intermediate level and nineteen students at the advanced level. Five of our students tested out of ESL services when they successfully completing the NYSESLAT exam.

At the ESL beginning level the texts *Visions, Making connections and Voices in Literature Bronze* (Heinle & Heinle) are used. The text “Connect” is utilized to provide instruction aligned with the standards by having students practice speaking, listening, reading, and writing in a cultural context that is meaningful and relevant to the students learning environment. This literature also helps students to practice their listening and speaking skills with the use of audio recordings so students may learn and build their pronunciation and fluency when speaking. These students receive three periods of instruction daily totaling five hundred and forty minutes of instruction. At the intermediate level Connect and adapted classic novels are used. Intermediate level students receive three hundred and sixty minutes of ESL instruction. At the advanced level *Voices in Literature Gold* (Heinle & Heinle) and novels including *Things Fall Apart, A Midsummer Night's Dream, The Canterbury Tales, To Kill a Mockingbird, West Side Story, Novio Boy, The Outsiders, and Nothing But Truth.* In addition, selected read alouds are read to students on a frequent basis to get them engaged in listening activities, promote and teach respect about different cultures and the diversity of our world. This enables them to practice active listening skills. All of the literature materials are utilized in conjunction with QTEL instructional methodologies, whereby students are trained to work together to accomplish higher levels of independent learning by means of cultural and social interaction and investigation. Learning therefore is a social and cultural process. QTEL instructional practices also provide students with a wide variety of learning activities that are strategy and content based and can be modified flexibly to incorporate differentiated instruction for students with diverse learning needs. Advanced level students receive one hundred and eighty minutes of ESL instruction and one hundred and eighty minutes of ELA instruction. The ELA classes are taught by a licensed English Language Arts teacher. All ESL teachers are permanently state certified teachers of English as a Second Language. Students are provided with on going support and scaffolding in all content areas, such as science, math, and global history. ELL's receive support in these areas in order to meet mainstream standards. (Teachers receive classroom resources, teaching guides, curriculum outlines, ESL and English Language Arts correlations and New York City Performance Standards for all of the texts.)

As data reflects all of our ELLs are freshmen and sophomores who are placed at the beginner, intermediate and advanced levels of proficiency. Across all grades, students showed the highest scores in the listening and speaking modalities of the NYSESLAT. Their reading scores showed a high variation among individual students. Most students across all grades showed the highest need for the development of writing proficiency. The teachers of long term English language learners who have been identified by the extension of services report are informed of the areas. These students need assistance so that instruction can be tailored to meet their needs. Students receive instruction that teaches them strategies and skills for becoming better readers and writers while learning content area subjects.

We have found that many newcomers who are administered the Lab-R examination are not entitled to services although they exhibit a need for ESL classes. We hope that this problem will be addressed on a state level so that newcomers can take advantage of services that will accelerate their language acquisition and not place them in a sink or swim situation. Other newcomers including Students with Interrupted Formal Education (SIFE) who are evaluated by the Lab-R and are found to be entitled to services are placed according to the results. These students are introduced to the ESL coordinator and are scheduled to meet one week after admission to the school. At these meetings, the ESL Teacher answers youngsters concerns and speaks with them individually about their classes. If youngsters feel comfortable with their classes, they are monitored through five-week report cards. On content areas assessments, all of our ELLs are currently meeting the standards. However, since most of our ELLs are freshmen and sophomores, the majority of our ELLs have not yet taken the required high school New York State content areas examinations.

Monthly staff, level, and departmental meetings are held. Meetings focus on instructional issues or teacher conference on the progress of individual students. Additionally, content area teachers articulate and collaborate with ESL teachers to facilitate English language academic vocabulary and content area learning. Teams work on curriculum development and professional development. As mandated under CR PART 154, our ELLs receive ESL instruction according to their English language proficiency level and content area instruction from a content-licensed teacher using ESL methodology. ESL teachers meet regularly and participate in city-wide and regional professional development. The entire ESL staff and the Assistant Principal participated in the West-Ed Quality teaching for English language learners program. In house professional development focuses on the development of students' reading and writing skills, diversifying instruction and assessment, meeting the needs of ELLs and looking at student writing. Additionally, academic language development is planned for, in school, with special consideration to scaffolding strategies, use and incorporation of visuals and providing classroom teachers with strategies for success. The free-standing model is used in all classes. Teachers of ESL participate in peer inter-visitation and lesson studies where the focus is developing academic rigor in a thinking environment while supporting the needs of all learners.

The focus for professional development for the 2009-2010 school year is the development of reading and writing skills as such all classes incorporate these modalities into the lesson. Professional development plans for the upcoming year will enhance teachers' abilities to understand and use instructional strategies to support language, literacy development and content area learning for English language learners. Professional development activities will support the pedagogical staff serving English language learners across general and special education programs including ESL and classroom subject specific area teachers. Staff development will be differentiated to address diverse staff with different interests, strengths and needs. Areas targeted for focus include:

- planning and implementing standards-based instructional programs
- using instructional strategies based on scientifically-based research to move students towards the achievement of standards.
- using a variety of assessment techniques to effectively evaluate the Strengths, needs and progress of English language learners to drive Instruction.

Our Language Allocation Policy must focus on the development of literacy through all four language modalities with a strong emphasis on writing. It must also support the use of language and content objectives in the content area classes since, in a free-standing ESL program, students receive content area instruction in English. Congruence meetings are scheduled throughout the year so that teachers can discuss students' needs and can plan effective instruction to support their needs. Students with low literacy in their own language and students with interrupted formal education are identified through their responses to questions on the home language survey and teacher evaluations. Teachers are aware of youngsters' need and differentiate instruction to accommodate and support their needs. Additionally, special literacy classes for ELLs in this category are in place. Classroom libraries are in place for these youngsters.

Rachel Carson High School of Coastal Studies recognizes the importance of language and culture in the development of a school community that includes all students and their families. We are committed to making sure that parents and others understand our Language Allocation Policy and the design of our transitional bilingual and free-standing ESL programs.

Our instructional program is designed to include ESL and English Language Arts instruction that is aligned to the New York State ESL and ELA standards and that meets all the CR part 154 requirements. This instruction includes scaffolding of academic language and complex content. It engages students through teaching language and structure in context with the use of visuals, group/teamwork, and other scaffolding strategies that promote students achievement. Materials and texts that connect to students' interests and experiences help them make connections to prior knowledge and to access new information. The program emphasized the Principles of Learning and the use of academic language for oral and written discourse.

English language learners receive an instructional program with the same emphasis on academic rigor as our entire student population. They attend classes with the entire student body. They are expected to produce original student work that reflects comprehension of academic principles and concepts as well as proficiency in different modes of academia. They exhibit academic and technical proficiency in the use of technology to do research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer-conferencing, and the use of oral and written academic language.

Once an English language learner has reached proficiency as indicated on the NYSESLAT their progress is monitored by the guidance counselor. Students are programmed for ELA Regents classes to ensure their success on the English Language Arts Comprehensive Regents Examination. Additionally, tutorials are scheduled throughout the year and after the school day to students who need additional assistance with content area subject. Peer-tutoring is also available in content area subjects. Make-up labs are offered to youngsters who may not have achieved the required number of labs to take the science regents examinations.

Rachel Carson High School of Coastal Studies will continue to recruit and develop a certified, highly qualified teaching staff with a commitment to the education of English language learners. We will continue to support our staff through our professional development programs which emphasize effective practices for instruction of English language learners, planning lessons that support language and content development and meeting the needs of individual learners. We will also continue to support teachers' understanding of the language and cultures of their students and their communities.

Rachel Carson High School of Coastal Studies is committed to the principles that every student deserves a quality education. It is our mission to provide a quality, standards based education in a safe and supportive learning environment. The program for our English language learners has been designed and planned to reflect our shared commitment to educate our youngsters, excite them about learning and shape them into contributing members of our American society.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9–12 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District ICI Distrct 21	School Rachel Carson High School
Principal Edward Wilensky	Assistant Principal Abraham Furleiter
Coach	Coach
ESL Teacher Emanuela Preda	Guidance Counselor Beverly Malek
Teacher/Subject Area Annamaria Horvath	Parent Chrisitne Schneider
Teacher/Subject Area Lauren Salerno	Parent Coordinator Dedra Johnson
Related Service Provider	SAF Joel DiBartolomeo
Network Leader Michael Laforgia	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	473	Total Number of ELLs	54	ELLs as Share of Total Student Population (%)	11.42%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)					0
Dual Language (50%:50%)					0
Freestanding ESL					
Self-Contained	2	2	2	2	8
Push-In/Pull-Out					0
Total	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	43		2	5		1	8			56
Total	43	0	2	5	0	1	8	0	0	56

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

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

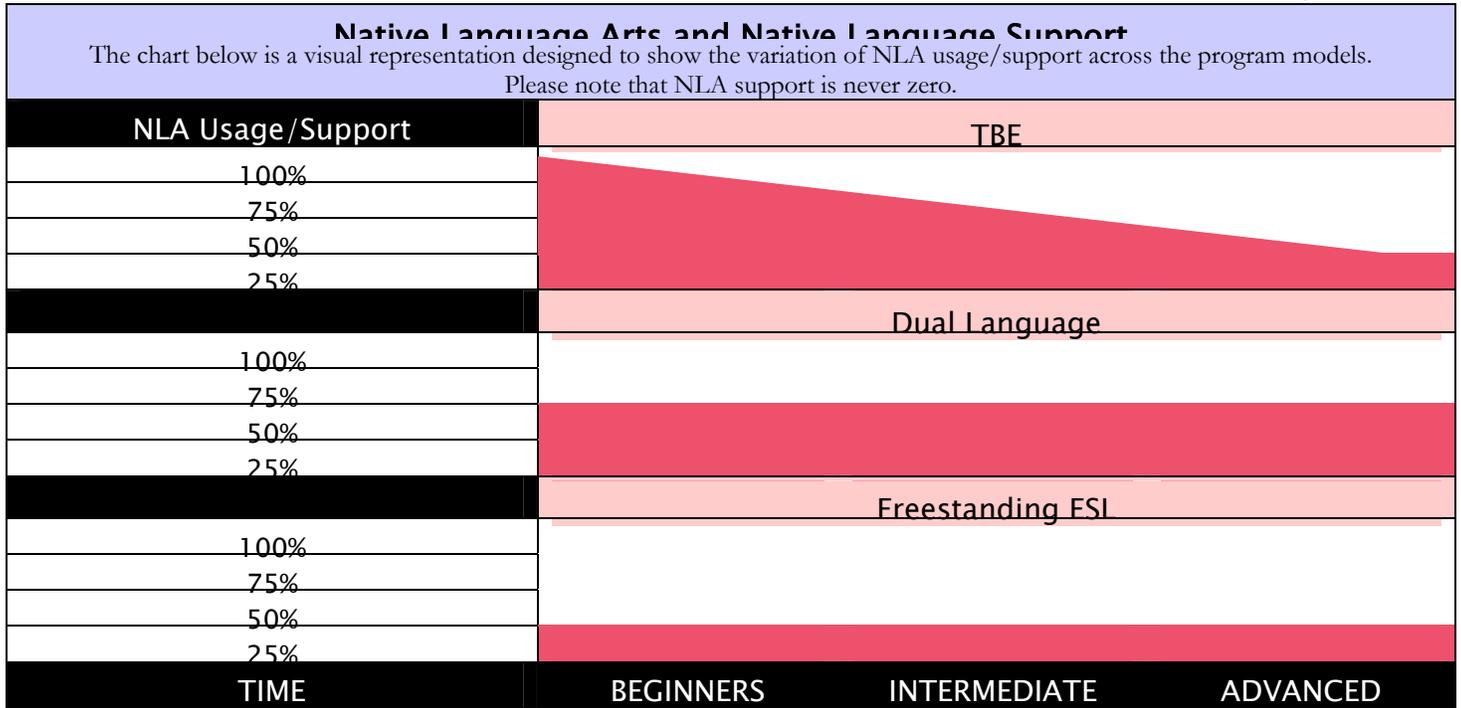
Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	3	5	3	2	13
Chinese			2	5	7
Russian	3	3	2	2	10
Bengali		1	1		2
Urdu	3	1	2	1	7
Arabic		2	1		3
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian	1	1			2
Other	6	2	1	1	10

Programming and Scheduling Information					
<p>1. How is instruction delivered?</p> <p>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.</p> <p>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</p> <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p> <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p>					
TOTAL	16	15	12	11	54

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to, ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW**

	9	10	11	12	TOTAL
Beginner(B)	2	0	0	0	2
Intermediate(I)	10	8	9	5	32
Advanced (A)	6	4	5	4	19
Total Tested	18	12	14	9	53

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	2	0	0	0
	I	2	7	4	4
	A	1	3	4	5
READING/WRITING	B	1	2	0	0
	I	5	6	8	6
	A	2	5	2	5

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive	2		0	
Math A	9		7	
Math B				
Integrated Algebra	22		9	
Integrated	2		2	
Biology				
Chemistry	7		1	
Earth Science	5		0	
Living Environment	13		7	
Physics	0	0		
Global History and	29		18	
US History and	11		9	
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS

Percent of ELLs Passing Test (based on number of ELLs tested)

(For Dual Language) Percent of EPs Passing Test (based on number of EPs)

		tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Abraham Furleiter	Assistant Principal		10/29/09
Dedra Johnson	Parent Coordinator		10/29/09
Emanuela Preda	ESL Teacher		10/29/09
Chrisitne Schneider	Parent		10/29/09
Annamaria Horvath	Teacher/Subject Area		10/29/09
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Joel Dibartolomeo	School Achievement Facilitator		10/29/09
Mike LaForgia	Network Leader		10/29/09
Robin Bragin	Other		10/29/09

Beverly Malek	Other		10/29/09
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 7/28/2009 11:17:00 AM
Change Number: 34
Last Saved On: 1/6/2010 4:58:00 PM
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As of Last Complete Printing
Number of Pages: 9
Number of Words: 3,892 (approx.)
Number of Characters: 22,190 (approx.)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** 54 **LEP** _____ **Non-LEP** _____

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our LAB-R results and data on incoming middle school students clearly indicated the need for an ESL program.

Our LAP team consists of the following individuals;

Abraham Furleiter, Assistant Principal, Emanuela Preda and Annamaria Horvath, ESL teachers, Dedra Johnson, Parent Coordinator, Christine Schneider, PTA President, Robin Bragin and Beverly Malek, Guidance Counselors, Mike LaForgia, Network Leader and Joel DiBartolomeo, School Achievement Facilitator (SAF).

Our school currently has an enrollment of 468 students, of which 54 are ESL students, this reflects an 11.5 % ESL population. Our ESL students are distributed in all grades; grade 9: 16 students , grade 10: 15 students , grade 11: 12 students and grade 12: 11 students.

We utilize small classroom setting with 8-10 students utilizing a designated room. We currently have on staff two ESL certified teachers The ESL teachers provide all instruction in English. The instructional model that is used is based on meetings that were conducted by our ESL staff and parents who opted out of a bi-lingual model and requested the self-contained ESL service. The majorities of our students are at the intermediate and advance level based on the results of the May, 2009 NYSESLAT exam. This model has been successful as we had a demonstrated proficient test out of five students during the May, 2009 NYSESLAT administration.

An ESL program should address the needs of each child as they develop their English Language Skills. We currently service fifty-four students throughout the school day. Our students are representative of various cultures and ethnicities, including Asian, Hispanic, Former Russian Republics and Arabic subgroups. The grades served range from 9-12. Instruction is provided throughout the day, with students receiving the requisite hours based on their levels. These include three periods for beginners, two periods for intermediate and one period for advanced students on a daily basis.

Students are continued with services as determined by the yearly NYSESLAT exam results.

Strategies include reading and writing development based on the LAB-R needs. Students have access to a wide assortment of textbooks and ancillary reading materials. Students also have access to computers and the internet for enhanced research. We utilize books on tape to further enhance student comprehension of spoken English as they develop their communication skills.

Instruction is provided in group and individual settings, utilizing Q-Tel strategies and insuring that each student receives diversified and differentiated instruction. Students participate in collaborative reading and the numerous posters illustrating word and sentence recognition evidence writing projects whose success. We offer AIS services after-school and during Saturday Academies for our ELL students in literacy, mathematics and other content areas. ELL students participate with mainstream students in these activities. We also offer extracurricular activities in the Arts, Film production, Intramural sports, and numerous field trips to the New York Aquarium and Urban Environmental Center. We are thereby infusing marine science and coastal studies across our curriculum utilizing these partnerships.

- II. 1. Students who are newcomers to the school and have not attended public schools are first assessed through a discussion with parents and student. The parents complete the Home Language Identification Survey. Based on the responses, such as another language spoken at home, the LAB-R is given and reviewed. Students are then placed in the appropriate ESL setting and the exams sent out to the ISC for final grading and data entry. This process is undertaken within the first ten days that a student is in attendance at the school. Initial screenings and LAB-R are conducted by our ESL teachers who are fully licensed for this activity.
2. Parents of identified ELL students are invited for an evening meeting at school with our ESL teachers. The invitations are sent in native languages and translation services are offered during the meetings. Video presentations are provided in native languages as necessary. Parents are informed of their choices in placement in our ESL program or alternatives programs available at other schools. We only offer the self-contained ESL model.
3. All ESL students are scheduled for the NYSESLAT exam. Portions of the exam are graded at the school and the balance submitted to the ISC for completion and data entry. Students are subsequently programmed during the following year based on the exam outcomes.
4. Outreach to parents of ESL students is done through translated letters and forms as provided by the Translation Unit.
5. Students are placed in either beginner, intermediate or advanced classes based on the LAB-R results or NYSESLAT data. We only offer the self-contained ESL program and parents are advised of this model.
6. To date, all parents accepted the ESL placement and allowed their children to remain at this school. Parental agreement to placement in ESL programs is kept on file by our ESL staff.
7. As a small school with a register of 469, we can only offer an ESL program due to limited room availability and staffing. Additionally, we don't have large numbers of students in any specific language that would require a bilingual program.
- III. 1. We don't offer a Transitional bilingual program at our school. All classes
2. Our grade demographics are as follows; grade 9: 16 students, grade 10: 15 students, grade 11: 12 students and grade 12: 11 students.
3. We do not offer a pull-out of push-in model
- IV. 1. We currently have an enrollment of 54 ESL students. We service the following groups: newcomer students 0-3 years: 43, 4-6 years: 5, Special Education: 3 students, long term ELL'S: 8.
2. The following demographics are in evidence by language and grade:
 - 9th grade: Spanish: 3, Russian: 3, Urdu: 3, Albanian: 1, Other: 6
 - 10th grade: Spanish: 5, Russian: 3, Bengali: 1, Urdu: 1, Arabic: 2, Albanian: 1, Other: 2
 - 11th grade: Spanish: 3, Chinese: 2, Russian: 2, Bengali: 1, Urdu: 2, Arabic: 1, Other: 1
 - 12th grade: Spanish 2, Chinese: 5, Russian: 2, Urdu: 1, Other: 1
- V. 1. ESL instruction is provided by our ESL teachers in self-contained rooms. Instruction is based on proficiency levels in the various classes utilizing differentiated instruction as needed.
2. Our ESL department consist of two teachers and administrators to supervise. All classes are self-contained.

3. Students are not traditionally block-programmed, although beginners are most often together for two consecutive periods with the same teacher and in the same classroom.
4. Instructional periods are determined by level of proficiency as demonstrated by the LAB-R and NYSESALT exam.
5. Beginner students receive three instructional periods of ESL equivalent to 135 minutes daily. Intermediate students receive two periods of ESL instruction equivalent to 90 minutes per day. Advanced students receive one period of ESL instruction equivalent to 45 minutes per day and one period of Standard ELA instruction for one period per day equivalent to 45 minutes.
6. Content materials are presented as an adjunct in the ESL classes. Subject teachers meet with the ESL staff and provide them with copies of their subject materials which are then reviewed with students to assist with class work and homework.
7. Class work is differentiated based on student skill levels and review of ARIS and HSST data by the ESL teachers. The ESL staff uses Bloom's Taxonomy to guide them in preparing higher order thinking questions and strategies. Additionally, teachers utilize group strategies in which higher achieving students assist those in need when they speak the same native language.
8. We currently do not have any SIFE student in the school.
9. Newcomer students receive the appropriate number of minutes of instruction daily. We also offer those students after-school and Saturday school tutorial assistance.
10. Those students who are receiving services for 4-6 years are provided with instructional help by the ESL and ELA staff. Additionally, these students receive additional help in subject class assessment preparation and NYSESLAT preparation.
11. Long-term ELL students are provided with support in subject class content and as well as intensive ELA tutoring. Students are offered tutoring by subject teachers in all content areas.
12. Special needs students receive assistance through the ESL teacher intervention as well as the Special Education staff. The Special Needs students also receive counseling from a guidance counselor as indicated on their IEP's
13. All subject teachers are aware of the ELL students in their classes through the distribution of the names, grades and levels of all ELL students. They subject teachers provide additional assistance thorough development of reading and writing skills in the content areas. Accommodations during assessments are provided as per the required regulations for those students testing as proficient on the NYSESLAT exam.
14. To improve student's success in the coming school year will use additional technology such as SmartBoards to more effectively engage our ELL students. We will also increase the number of school trips to educational and cultural centers to further develop language proficiency.
15. All ELL students have equal access to all school programs and activities. Our ELL students are active in the Student Council, Fundraising activities, movie nights, dances and after-school tutoring.
16. ELL students are tutored after-school and Saturdays by one of our ESL teachers.
17. Instructional support for ELL students is provided in the ESL classroom through the use of SmartBoards, Video tapes, dictionaries and selected texts and readers. The same materials are also used in subject class in order to further facilitate the subject comprehension of our ELL students.
18. AS a free standing ESL program, we do not have active instruction in native languages. However, we do have teachers that assist in translation services with some students who also speak the same language. We have also utilized former ELL students as translators when necessary, when both students speak the same language. Some students are also providing peer assistance in subject classes. The support offered to our ELL students is based on unique grade and subject levels. All resources are appropriate for all of our grade levels.
19. Newly enrolled ELL students enter the school after the beginning of the year as new immigrants. Therefore, we are unable to provide support until those students are enrolled in the school.
20. We offer two languages as required courses towards graduation. The these include French and Spanish. Those students wishing to receive Regents diplomas take two semesters of language. Students desiring an advanced Regents diploma will take six semesters and pass the Regents exam in the language.

I. Parent/community involvement:

Parents are involved and supported through a variety of workshops, parent orientations, and meetings. Conferences with parents and parental contacts are ongoing. These would include translational services and involvement of parents in their children's education.

Conferences are held at the beginning of the school year with parents of newly admitted students. During these conferences, parents are apprised of the services and programs offered at the school. Additionally, parents are offered the opportunity to accept or reject the ESL model versus a bi-lingual program.

Notices regarding open-school conferences, graduation requirements and notices of meetings are translated into all languages which are available at the Translation Unit. Additionally, all foreign transcripts are also submitted to the Translation unit for use by the guidance staff in accurate programming student course work.

Parental involvement is facilitated through the translated materials sent home and the translation services available for visiting parents. These are especially significant when we conduct of Parent-Teacher conferences. All parents are offered translation services as need.

We are researching the services which may be available though CBO's to assist in furthering parental involvement.

Parent needs are identified though discussions through the use of translators in the school and over the phone. We endeavor to engage parents in their children's education and encourage attendance at our monthly PTA meetings.

Parents are invited to meet during the initial intake of ELL students. Additionally, parents are also encouraged to participate in school events through letter and translated phone messages.

II. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

Newly arrived students are continually encouraged to attend after-school tutoring to provide assistance in language acquisition. Tutoring sessions are held before, during, after-school and on Saturdays. This assistance helps to develop language acquisition. Project Jump Start initiatives will continually be implemented into our curriculum. The workshops provide valuable information and resources regarding accountability, assessment, curriculum, guidance, and quality instruction for ELL students.

Assessment Analysis

Based on the May 2009 NYSESLAT exam, two students tested as beginner, 32 students tested as intermediate and 19 students tested as advanced. Five students tested as proficient and are no longer receiving ESL classroom services. All of our students, with the exception of two, moved forward in levels of proficiency. All of our incoming ELL students this year all tested as beginners on the LAB-R.

In reviewing the Regents exams of June 2009, the following results are apparent. The ELA Regents is only given in English. Tow ELL students took the exam and failed. We are providing intensive tutoring to those students to assist them in passing this crucial exam. The Math A exam results reflected greater passing rates than the ELA exam. With a few exceptions, most students used translated versions of the exams to read the questions, however, they responded in English. It is currently difficult to determine if the use of foreign language exams were a significant factor in the passing rates of those exams. We are disappointed in the low passing rates of some exams such as, Algebra, Chemistry, Earth Science and Living Environment. We are providing additional support and tutoring to those students who have failed in order to assist them in passing this year's exams. We did see higher passing rates on the Global History and U.S. History exams. The Chemistry exam was not available in translated version and this is a possible reason for the poor passing rates.

Based on the NYSESLAT exam, it appears that those students who have been in the ESL program have shown progress through each successive school year and advancing in proficiency. We will endeavor to provide additional support for newcomer students in order to more quickly increase their proficiency on English as they progress through their course and hopefully require less years of ESL services.

We are currently scheduled to be using the ELL Periodic Assessments. We expect the data obtained to assist us in identifying areas of student need and sharing that information with all subject teachers as they provide instruction to our ELL students.

Native languages are not used in an Self-contained ESL model. We only provide native language work in the form of Regents exams as they are available .

Form TIII – A

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development with the school principal and assistant principals. Regional and city-wide ELL staff developers including language allocation policy professional development workshops. Professional development for staff members by the ICI network specialists in addition to services provided by the “AUSSIE’S” as well as ISC training sessions. These professional development opportunities are designed to help teachers of English Language Learners in High School. Our grade leaders and administrators attend the training sessions in order to more appropriately assist our ESL teachers and all subject teachers. Topics covered include development of reading and writing strategies, differentiation of instruction and identifying student needs based on analysis of assessment data across the curriculum.

Both ESL teachers attended training in the Q-TEL program, further enhancing their skills as they develop English Language skills. Additional support is provided through inter-visitations to collaborating schools.

Teachers continue to receive updates on the strategies of teaching ELL students. The workshops on language acquisition strategies will be administered by our ESL staff and *AUSSIE* consultants

Form TIII – A (1)(b)

School: Rachel Carson High School **BEDS Code:** 332100011344

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8500.00	To offer before, after-school and Saturday school tutoring and classes.
Purchased services - High quality staff and curriculum development contracts.	\$2000.00	Teachers will attend ESL professional development seminars through "AUSSIE" out-source contracts.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3500.00	Instructional supplies, including dictionaries and readers.
Educational Software (Object Code 199)	\$0.00	
Travel	\$0.00	
Other Textbooks	\$1000.00	Ancillary enhanced reading materials.
TOTAL	\$15000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data used to assess our school's written translation and oral interpretation needs are the Home Language Surveys and Family Language Needs based in information from the families and students.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
Oral Interpretation services will be required for ELL parent orientations and parent conferences of non-English speaking parents. Translation & Interpretation Unit would be utilized for written translation. Findings will be reported to the community through the School Leadership Team (SLT) and the PTA.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Oral interpretations will be arranged one month in advance prior to ELL or Parent-Teacher scheduled conferences. General written translation services will be provided by an outside vendor and in-house staff when appropriate.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

For oral interpretation services, an outside contractor would be required for parental conferencing and document translation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Continue to provide ELL parents and any other parents in need of language translation with language assistance services and written notification of their rights to and including information on how to obtain these services.

- a. Ensure the continuous updating of signs which are posted in each of the mandated languages. (Written notification can be obtained). Signs are posted in designated areas, accessible to ELL parents throughout the building and near the primary entrance.
- b. Provide all the necessary translated forms, including School Safety and other pertinent documents.
- c. Obtain translation for non-English speaking parents whose native language is not covered by the Translation and Interpretation Unit through the services of an outside provider.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$385365.00	\$99728.00	\$485093.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3845.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$997.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19268.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4986.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$75666.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$9973.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 90 %
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We have set aside funding to support our staff when they are enrolled in new courses that will culminate in full certification. Additionally, we provide professional development by outside agencies, and our Learning Support Organization. We also provide scheduled inter-visitations to various classrooms and local schools. We are implementing professional development plans for all teachers.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

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

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their child’s learning;*
- *that parents are encouraged to be actively involved in their child’s education at school;*
- *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **Rachel Carson High School for Coastal Studies** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
Set-up a Title I school parental involvement committee to develop our plan in a joint manner based upon our district’s parental involvement plan.
2. The **Rachel Carson High School for Coastal Studies** will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

Parents will be provided with school progress reports, school Quality Review reports to assess delivery of services and formulate an improvement plan as necessary.

3. The **Rachel Carson High School for Coastal Studies** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: English As a Second Language (ESL) by:
Providing parents with informational memos and school reports in parental native languages upon request. Oral services are also provided as necessary.
4. The **Rachel Carson High School for Coastal Studies** will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. The **Rachel Carson High School for Coastal Studies** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A
 - how to monitor their child's progress and
 - how to work with educators.
 - The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
Providing appropriate textbooks in other languages for parental assistance in completion of homework assignments and projects.
Providing content area textbooks in native languages as requested.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

By conducting appropriate professional development workshops involving the parents and the school district.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

Timely notification to parents utilizing appropriate languages describing ancillary materials that are available for their use in providing additional mentoring at home.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

We send information related to school programs and activities in multiple languages as necessary. We provide translational services at our school related events when requested.

**Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY
COMPONENTS INCLUDE**

- involving parents in the development of training for teachers, principals, and other education to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based involvement activities; and

providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may

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SCHOOL PARENTAL INVOLVEMENT POLICY

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 **10/22/2009** 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, 2010.

(Signature of Principal)

October 29, 2009

(Date)

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2009-2010 .

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Rachel Carson High School for Coastal Studies will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**

We provide a Standards-based curriculum with a concentration in marine biology and environmental science. Our curriculum is based upon the New York State Learning Standards for high schools, in addition to incorporation of the New York city performance Standards.

- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**

Parent- teacher conferences are conducted during the fall and spring semesters, during the months of October and March.

- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**

Progress reports are provided to parents twice during each of the school semesters. Report cards are provided six times per year. In addition, teachers on an individual basis provide reports as necessary.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Staff members are available for parent conferences during the school day as schedules allow in addition to pre-scheduled after-school meetings before or after the school day.

- **provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

Parents are always welcome to volunteer and participate through our Parent-Teacher Association and our School leadership Team. Parents can observe classroom activities following consultations with the teacher.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- supporting my child’s learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;

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

STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*

- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The Rachel Carson High School for Coastal Studies will:

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

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

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

SIGNATURES

School Staff-Print Name	Signature	Date
Edward Wilensky, Principal		
Parent(s)-Print Name(s)		
Christine Schneider, PTA President		
Annette Strawder, Secretary		
Student (if applicable)- Print Name		
Ariel Gorman		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We conducted a comprehensive needs assessment of our entire school. Based on this assessment we have implemented and intend to enhance the following comprehensive needs assessment activities;

- I. Attendance improvement through various strategies including: Home contacts, Home visits, Parent open house coffee meetings with the Principal, English Language Learners (ELL) parent classes, Parent Night at the New York Aquarium, our partner organization (CBO), rewards to students for attendance improvement in school at special events including sporting events such as Cyclone Baseball and coupons to various retail and food venues, child care at Parent Teacher Association (PTA) meetings and special events, and special events before holidays such as concerts, movies, and plays.
- II. Credit recovery Programs such as PM School (tutorials) after school. Saturday Academy, and Holiday School.
- III. School-wide assistance to our English Language Learners (ELL) population who speak seven to eight diverse languages.
- IV. We will assist parents of our English Language Learners (ELL) students to develop their own English Language Skills.
- V. We will assist all of our Special Education Students to succeed and move into less restrictive environments in our school.

In summary, approximately 25% of our school population in the 2008-2009 school year are special needs students; English Language Learners (ELL) and Special Education students (CTT and SETTS). During the last school year, 2007-2008 almost all of our ELL students tested out or moved forward in grade and level as demonstrated by the NYSESLAT exam.

We also offer advanced placement courses to our students who wish to begin their college experience in high school. We presently offer College Now Courses through our partnership with Kingsborough Community College at our school and on the college campus.

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

We provide many opportunities for our students to meet the state's proficient and advanced levels of student academic achievement. We utilize effective methods and instructional strategies. We have increased the amount and the quality of learning time. We conduct student tutorials before and after school on a daily basis. We provide opportunities in our Saturday Academy for students to receive help and assistance with their studies. We offer a summer program for student credit recovery. Our new Plato Program offers students an internet way in which to sit for a course or a number of courses. We also use this program for credit recovery in addition to tutorials. We provide an enriched and accelerated curriculum for our students. We offer AP courses in ELA and in Social Studies. Our students have the opportunity to sit for College courses after school in our College Now Program. This year we instituted an Ocean Futures Program which will get the students more involved in our theme of Marine Studies. We plan to expand this pilot program in the future. We meet the educational needs of historically underserved populations in a number of ways. We mandate these students to attend tutorials in various subject areas. Our staff works very closely with our ELL students and our Special Education Population. We address the needs of all of the students in our school and the needs of low achieving students utilizing a number of programs. These programs include tutorials for our targeted population, counseling and pupil services, student mentoring services, and college and career awareness/preparation programs with our senior guidance counselor and our college advisor. Our programs are designed to assist our students to achieve and are consistent with and are designed to implement state and local improvement.

3. Instruction by highly qualified staff.

Our teaching staff is not highly qualified. Currently, our Highly Qualified staff comprises 93 % of the total number of teachers in the school. Please refer to Appendix 4, section A, page 46 for implemented strategies to attain 100 % Highly Qualified Teachers

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We offer high quality professional development throughout the year. We utilize consultants from Aussie in science, math, English Language Arts and social studies. Our learning support organization, Integrated Curriculum and Instruction offers us professional development in Math, Special Education, social studies, and teacher mentoring. Our administrative staff offers bimonthly professional development to our staff. Our teacher observation program assists teachers in the classroom and suggests strategies to enable all children in the School-wide Program meet the state's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We have had no problem attracting high quality highly qualified teachers to our school. We receive numerous resumes and inquiries about staff positions at our school.

6. Strategies to increase parental involvement through means such as family literacy services.
Our strategies to increase parental involvement include communication by phone, letter and by the internet. We have a small school/family type environment. We utilize our parent coordinate as a liaison to our parents. She personally knows and communicates with all of our parents at our small school.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
Not Applicable
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
We share all acuity academic assessments with our teachers. We also share student historic data with our teachers. The teachers utilize this data as well as formative and summative assessments to improve the achievement of individual students and our overall instructional program. They use this data to drive the instruction and make changes in our instructional program as necessary.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Our school conducts after school tutorials, a Saturday Academy and morning mandated tutorials for students who experience difficulty mastering the proficient and advanced levels of the academic achievement standards. We analyze school data in ATS, HSST and Aris on the city level and we analyze state data including NYstarts and our state report card to identify students. We use timely assessments to identify the material students are having difficulty with so we can target these students for extra services.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
We coordinate and integrate Federal, State and local services as required under the state education laws and the chancellor's regulation

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

At-risk students will be provided with additional tutorial activities to insure progress towards graduation. Tutorial sessions will be conducted after school, during Saturday school, and through enhanced lessons utilizing the *PLATO* online learning system.

2. Ensure that planning for students served under this program is incorporated into existing school planning. Teachers that will provide these tutorials will meet with subject teachers to identify student's deficiencies. Tutoring activities will mirror weekday lesson plans and incorporate additional assessments to further develop student skills.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

Our instructional periods have been increased to provide extended class learning time for the development of subject concepts. Course will be taught in a hands-on manner, with students engaged in learning through the process of acquired learning; learning by doing. All eligible students will be afforded the opportunity to engage in courses that will culminate in an Advanced Regents Diploma. These courses will include advanced courses such as physics, trigonometry, robotics, and marine technology. All instruction will take place in classrooms. Where possible, we will assign an ESL teacher to *push-in* to subject classes to provide ELL students with ELA strategies that are directly connected to the course contents.

4. Coordinate with and support the regular educational program;

Targeted assistance is the direct result of analysis of student data through benchmark assessments as well as formative and summative assessments provided by classroom teachers. Student historic data will be reviewed by teachers in subject areas and school-wide to insure that student needs are appropriately addressed. We will use the ARIS, ATS, NYSESLAT, and HSST databases to identify those students requiring targeted assistance.

5. Provide instruction by highly qualified teachers;

Teachers are assigned classes expressly based on their unique license areas.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

All staff members will be assigned professional development opportunities as they are made available. All staff members will be required to attend those sessions and then turn-key them to the rest of the staff. During the summer of 2009, parents and staff members attended the CEP conference to provide strategies for development of a cogent Comprehensive Education plan (CEP) for the school. To further enhance teacher skills, we will send all staff members to visit neighboring schools in order to facilitate greater understanding of student engagement strategies that will then be implemented at our school.

7. Provide strategies to increase parental involvement.

We continue to invite parents to all school events. These include SLT meetings and PTA monthly meetings. We send letters, voice messages and back-pack notes to parents reminding them of all meetings and events.

8. Coordinate and integrate Federal, State and local services and programs.

All mandated services are provided to our students as a direct result of review of student IEP's, NYSESLAT data and LAB-R results. All our programs are designed to provide opportunities for each student regardless of their diverse backgrounds.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1. To insure implementation of the appropriate learning strategies, we continue to revise and develop, as well as initiate the

following assessment reviews:

- a. Review of lesson plans
- b. Development of a structured curriculum guides
- c. Continued development, administration, and analysis of formative assessments and benchmark assessments
- d. Professional development for staff members who will design strategies for in-depth engagement of subject topics.
- e. Incorporation of real-life application scenarios to enhance student engagement and understanding

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **Not Applicable**

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Professional development for all staff members in ELL strategies and language acquisition strategies. Professional development for all staff members in the strategies of differentiated instruction. Ongoing reviews of assessments and common planning initiatives. Use of peer mentors and inter-visitations to partner schools.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Subject teachers will continue to implement and assess students through the use of Standardized Assessments and Benchmarks. Continued professional development for all subject teachers by contracted vendors and ICI staff, as well as support provided by the ISC. Teachers will also use diagnostics tests to identify student needs through Acuity assessments.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **X Not Applicable**

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We will continue with ongoing review assessments and increase the integration of student engagement.

Adjunct experiences will be developed through out-of school experiences through homework activities and self-assessments.

These will also include the use of remedial online tutorials such as the *PLATO* program.

Teachers will use technology and manipulative to broaden (enrich) methodologies (processes).

We will also conduct school-wide mathematics competitions encouraging students to apply their mathematics knowledge to solve a wide variety of non-standard problems.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Staff members will review student work, assessments, along with classroom observations will serve as a vehicle to understanding the process of subject delivery in all classrooms.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **Not Applicable**

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Students are engaged in all classrooms. Students present their findings to the class through various media presentations, such as PowerPoint, overhead transparencies, and Smartboard. Teachers are engaged in *Student Centered Learning* (SCL).

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **X Not Applicable**

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Differentiated instruction in math is being implemented in various ways. Teachers utilize group activities and individual instruction to engage all students, especially those at-risk.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At Rachel Carson High School, we have a most stable staff. Most subject teachers joined the school at the beginning of its second year and continue to teach in the school. This year we have also hired an additional Special Education teacher to support the need of our growing Special Education population.

New teachers are pleased with the environment and have stated that they intend to remain in the school and appreciate the *small learning community*.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **Not Applicable**

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A review of the staff roster, and attendance records of all teachers validate the consistent status of our teaching and support staff. Teachers are also supported by our consultants, the AUSSIE organization as they prepare course curriculum maps and lesson planning.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **X Not Applicable**

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school insures that the appropriate strategies are incorporated in classrooms through ongoing observations, common planning sessions and reviews of student benchmarks. Test scores are evaluated by all teachers in subject classes to insure that ELL students are supported as they progress in their development of English Language Skills. Additionally, tutoring is offered to ELL students by their ELL teachers and all subject teachers. Student data is shared with all subject teachers to insure that everyone is aware of the unique learning levels of each child as demonstrated on the NYSESLAT and LAB-R.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The progress of ELL students is monitored by all ELL teachers as well as the administrative staff. This is accomplished through the use of cohort log sheets which are completed at the end of each marking period. These logs are then used to track percentage passing and identify students at risk. All subject teachers receive input and feedback from the ELL teachers and all staff members received a data file

indicating the ELL level of each child. Additionally, a cohort group of ELL students has been created in HSST to monitor student success school-wide and by subject area. This information is shared with all teaching staff and guidance counselors.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **X Not Applicable**

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Staff members receive copies of the ITT tool indicating student needs. Collaborative planning sessions are regularly scheduled to assist in lesson planning for the ELL students.

Subject teachers provide assignments to the ELL teachers to assist students during their ELL class sessions. ELL teachers also meet with our *AUSSIE* staff developers to further enhance their teaching skills.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All teaching staff members received copies of the IEP's of their students. Additionally, our Special Education teachers meet with staff members to review the IEP's and provide guidance when implementing individual student goals.

Our three Collaborative Team Teaching (CTT) teachers meet with the general education teachers as they engage in common planning activities. Special Education teachers as well as general education teachers visit various classes and other schools to develop their skills

in collaborative teaching strategies. Our School Psychologist also assists staff members in identifying student needs as described on the IEP's.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **X Not Applicable**

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The progress of our Special Education students is continually monitored through report card grade review, analysis of cohort data and ongoing analysis of student progress. Special education staff members maintain logs of student progress as they develop goals and objectives for our Special Education students. Annual reviews are conducted as scheduled and modifications made based on student progress.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At Rachel Carson High School we monitor our Special Education students as they progress through the school year. We continually review IEP goals and insure that all teachers are aware of those goals. Our school psychologist assists in reviewing student goals as needed and provides assistance to all teachers. IEP's are reevaluated and annual reviews conducted based on the feedback of all classroom teachers as well as the Special Education teachers, Special Education guidance counselor and parents.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **X Not Applicable**

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All required accommodations are provided for our students as we review the CAP reports, The ATS Special Education Reports and the SEC data base. Testing accommodations are provided as needed. Staff members continually provide recommendations to insure that all students are afforded all assistance that the school community can offer. We also provide extended time rooms for State assessments and resource rooms to accommodate students who require extended time or other assistive aids in completing classroom assessments.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

We currently have two students who are living in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We will identify those students and provide assistance in the school with additional tutoring in school to offset the possibility of a less than study-friendly environment in which the student may reside. We will also arrange for the student to meet with a guidance counselor for counseling during this difficult time. We will also insure that the students have received all appropriate immunizations, TB testing, and immunizations.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.

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