



# **RACHEL CARSON HIGH SCHOOL FOR COSTAL STUDIES**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: (21/ 4/ 344)**

**ADDRESS: 521 WEST AVENUE, BROOKLYN NY. 11224**

**TELEPHONE: (718) 265-0329**

**FAX: (718) 372-2514**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 21K344      **SCHOOL NAME:** Rachel Carson High School for Coastal Studies

**SCHOOL ADDRESS:** 521 West Ave. 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**

**PRINT/TYPE NAME**

**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)* Catherine Schweit

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 21      **CHILDREN FIRST NETWORK (CFN):** 206N

**NETWORK LEADER:** Jayne Godlewski

**SUPERINTENDENT:** Aimee Horowitz

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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	
Christine Schneider	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Samantha Stangarone Catherine Schweit	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Abraham Furleiter	Member/Assistant Principal	
David Migdal	Member/PTA Vice President	
Stephen McNally	Member/Teacher	
Dr. Meryl Kafka	Member/ Associate	
Pastor Connie Hula	Member/CBO	
Maha Raslan	Member/Parent	
Jeanette Stangarone	Member/Parent	
Melissa Eisenman	Student	

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

\* Core (mandatory) SLT members.

### 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.

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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. 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.
- 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 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. Our staff and our teachers always have direct input into decisions made by the school. The

Inquiry Teams 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. Our students serve as interns at the New York Aquarium. We offer research classes in the Social Sciences at Kingsborough Community College 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. We have also developed collaboration with the *MATE* program which has led to the implementation of one marine technology class this school year 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. 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.

We represented New York State at the National Ocean Student Summit in Washington, D.C. in December, 2006.

We believe we are successful because we are attracting students and their families who are staying with our school. 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 are a "Community School" built around our environment, Coney Island.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Rachel Carson High school for Coastal Studies			
<b>District:</b>	21	<b>DBN #:</b>	21K344	<b>School BEDS Code:</b> 332100011344

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					84.5	84.7	80.8		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.3	91.9	96.5		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					70.4	70.4	79.6		
Grade 8									
Grade 9	158	154	163	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	94	128	114	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	68	84	95		1	26	13		
Grade 12	0	64	98						
Ungraded	0	0	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	320	430	471		27	10	9		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	24	86	218		
No. in Collaborative Team Teaching (CTT) Classes	9	22	31	Superintendent Suspensions	5	16	27		
Number all others	10	9	21						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	41	42	52	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	1	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	18	25	27
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	9	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	3
	10	16	66				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.2	0.0	Percent more than two years teaching in this school	10.5	20.0	55.6
Black or African American	26.9	30.0	27.2	Percent more than five years teaching anywhere	21.1	32.0	33.3
Hispanic or Latino	28.8	27.0	27.4				
Asian or Native Hawaiian/Other Pacific Isl.	11.2	10.7	10.4	Percent Masters Degree or higher	53.0	60.0	81.5
White	32.8	31.9	34.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.1	90.5	91.4
Multi-racial	1	1	0				
<b>Male</b>	41.9	45.3	48.0				
<b>Female</b>	58.1	54.7	52.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	XX 2006-07	XX 2007-08	XX 2008-09	XX 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	----

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				✓	✓	--	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				✓	✓		
Hispanic or Latino				---	----		
Asian or Native Hawaiian/Other Pacific Islander				----	----		
White				----	----		
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				----	----	----	
Limited English Proficient				----	----		
Economically Disadvantaged				✓	✓	----	
<b>Student groups making AYP in each subject</b>				3	3	0	

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	B	Overall Evaluation:	UPF
Overall Score	67.2	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	6.4	Quality Statement 2: Plan and Set Goals	UPF
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)	39.4	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	6	Quality Statement 5: Monitor and Revise	UPF
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

**KEY: QUALITY REVIEW SCORE**

U = Underdeveloped  
 UPF = Underdeveloped with Proficient Features  
 P = Proficient  
 – = Insufficient Number of Students to Determine AYP  
 NR = Not Reviewed

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**KEY: AYP STATUS**

√ = Made AYP  
 √<sub>SH</sub> = Made AYP Using Safe Harbor Target  
 X = Did Not Make AYP  
 WD = Well Developed

## 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/Teacher 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 your school's 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 2010-2011

Students at Rachel Carson High School were successful on their Regents exams during the 2010-2011 school year. Our greatest successes were in the Global, United States History, Languages Other Than English, ELA, Geometry, and Math B. We noted that 66% of our students successfully completed the Living Environment Regents exam, however, we strive for a higher passing rate this school year.

The following data is reflective of student success:

- ✓ We achieved a 64% graduation rate based on State data
- ✓ Our graduating cohort demonstrated 98 % proficiency in ELA and 100 % proficiency in mathematics.
- ✓ State accountability data indicates that we are a school in *Good Standing* regarding Mathematics, in ELA we failed to meet our AYP by 5 points for the 2009-2010 school year. This is due to a number of ELL and LTA students that were not successful on the ELA Regents exam. 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 2011 to insure continued success during this school year.
  - ✓ Our 2011 cohort is currently on track to meet AYP in mathematics, however, our ELA student exam data indicates that we must provide additional remediation to insure student success on the upcoming ELA Regents exam.
  - ✓ Students were successful on ELA regents exams with an 7605 % proficiency for January, 2009 and June 2010 test administrations.
  - ✓ Global Regents passing rates were at 70%
  - ✓ U.S. History passing rates were at 86 %
  - ✓ Our passing rate for all math courses was at 67 %, 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 *Proficient* for the 2009-2010 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) Seven students tested as proficient on the NYSESLAT exam and do not require ESL remediation.
  - b) All 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, 72 % and math passing, 53 %.

- ✓ 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 20 % 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, 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 80.8%. 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.
- ✓ We secured a grant through the United Way, Attendance Intervention and Drop-out Prevention (AIDP) program to use for additional student engagement and parental outreach..

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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**I. To continue to improve our passing rates on Regents exams by improving school attendance rates of our at-risk students in our lowest-third (outliers). Cross analysis of our school attendance data and student's progress data identifies a total of 9 Black and Hispanic students in our sophomore cohort that constitutes our at-risk population falling into the lowest-third. The success of these students will influence school data in subsequent years.**

In order to improve the attendance rates of at-risk students, we must increase Administration, faculty and support staff engagement with students and parents. The following are anticipated focuses:

- Analyze all attendance indicators, i.e. subject class, teacher, period, home contact, social issues. Target those areas that indicate high absence and concern, follow thru with appropriate action.
- Monthly attendance committee meetings by assigned staff and administrators to review attendance trends, actions taken and develop new intervention/prevention steps. Create stop gaps for potential at-risk students.
- Applied for and have been awarded an AIDP (Attendance Improvement Dropout Prevention) grant through the *United Way*. This grant will support our outreach efforts with families and provide intervention services that are part of the *United Way* support systems;
- Increase outreach and home visits made by our attendance teacher and staff.
- Organize a schedule of parental conferences with guidance counselors, for those students whose attendance is slipping;
- Schedule individual student conferences with Administration and Guidance Counselors after each marking period, for those students failing, due to attendance.
- Dedicate funds for after-school out-reach to parents and students, as well as, in school parental evening conference/ seminars.
- Upgrade our email, phone and written communication systems that keep parents informed.
- Provide professional development for teachers to ensure that engaging, differentiated and motivating strategies are part of teaching and learning.

## **II. Increase student credit accumulation and promotion rates for Black and Hispanic students in our *Lowest Third* (9 students). The success of these students will influence school data in subsequent years.**

Accumulating the necessary credits each academic year, is crucial. This will ensure graduation within the allotted State time frame. To achieve this, the school community will engage in the following strategies:

- Provide a summer orientation session for entering Freshman outlining graduation requirements, student codes, student contracts, support services etc. that will guide students toward reaching their goal.
- Guidance counselor review of credit accumulation on a quarterly and yearly basis, for all students, including those at most risk, in order to develop an intervention/prevention plan to support the student.
- Monthly student town meetings, that will encourage good work habits and reward achievements.
- Individual student conferences with the Principal after each marking period for those students falling behind.
- All teachers will develop and implement *Baseline* assessments at the beginning of the school year to identify unique student needs.
- Benchmark assessments will be implemented across the curriculum to insure that students are on track as the course of instruction follows the *Core Curriculum*, intervention plans will be developed to support those at risk.
- Formative assessments will be administered at regular intervals to assist teachers in guiding and informing their instruction.
- Professional development will be provided by our network staff, *AUSSIE* consultants, and teacher designed professional activities, and administrative designed professional development to develop the pedagogy necessary for student success.
- Provide continuity of instruction. We will continue our Freshman academy, maintaining a core of teachers who have participated in extensive professional development, and can serve as models for the new Sophomore Academy core of teachers. The cohort of Freshman students, who were part of the Freshman Academy, have moved on to Sophomore year with more credits than their previous counterparts. This continuity of Professional Development and instruction will support our goal of increased credit accumulation.
- We have also implemented a *School-Wide Grading* policy to insure uniformity of course success indicators.
- School administrators will set and review Regents exam benchmarks and *pass rates* as well as monitor marking period scholarship reports to insure that all students are on track towards credit accumulation.

**III. Continue to develop our Living Environment course Curriculum in order to increase credit accumulation in Science by the end of the Sophomore year. 2009-2010 data indicates 13.0% (14 students) entered sophomore year without completing their Living Environment credits.**

Student success is predicated on effective classroom instruction and adherence to State mandated curricula. To achieve these goals we will implement the following initiatives:

- Summer Professional Development will provide opportunity to introduce the new Common Core Curriculum Standards and continue Curriculum Mapping with benchmark assessments to meet those standards.
- All core subjects and electives will implement their curriculum maps with timelines for completion.
- Teachers in Living Environment and other Core subject areas will develop *Unit Plans* and lesson plans that maintain uniformity of instructional strategies.
- Administrative staff, consultants and teachers will continually monitor the State Core Curriculum and New Core Curriculum Standards to guide the development of lesson plans, implementation of lessons and pacing calendars and to insure appropriate instruction in all aspects of the curriculum.
- Funding will be designated to support the efforts of teachers as they develop their respective curriculum maps and develop integrated curriculum.
- State mandated and classroom assessments will be reviewed to insure that all *Learning Standards* are addressed during classroom instruction and in the development of curricular maps.

**IV. Develop and implement differentiated instructional models.**

Develop and implement differentiated instructional models for Living Environment and Algebra in order to increase the Regents pass rates of our Sophomore cohort in the lowest-third.

Our 2009-2010 data indicates a failure rate of 66.0% on the Living Environment Regents and 55.0% failure rate on the Algebra Regents for our target group.

In addition, differentiated instructional models will continue to be shared and utilized by all classroom teachers to ensure continuity of instruction in other subjects as a support for at-risk student's achievement in math and science.

To insure that all students master curricular subject content, especially in Living Environment and Algebra, instruction should be modified to meet those unique needs. To facilitate this process, we will implement strategies such as:

- Review of student history with subject teachers, guidance counselors, and administrators, using ARIS data base, progress towards graduation data, as well as the ATS RESI database.
- Develop *Learning Goals* for specific students in target subject classes with teachers, in consultation with guidance counselors and administrative staff.
- Provide professional development, to all staff members which promotes differentiated strategies for improving Reading/ Writing in the target content areas.

- Administrators and our *AUSSIE* consultants will assist teachers in conducting inter-visitations to core subject, CTT and elective classes, in order to gain an understanding of the *Art of Differentiation*.
- Administrative staff will designate specific teachers as *lab site* teachers. All teachers will be required to visit those classes and demonstrate implementation of the *Best Practices* observed during these visits.
- Administrators will observe, support and guide teachers as they develop strategies for differentiation.
- Professional development will enhance teachers use of rubrics as a strategy for guiding students toward self monitoring and differentiation of instruction.
- Student formative assessment data will be analyzed on a bi-weekly basis to ascertain success of the *Differentiated Instructional* model.
- Enhanced *Differentiated Instructional* approaches, such as small group after school and Saturday classes for students as well as visits to successful CTT programs for teachers, will be implemented in order to support our most at risk populations i.e. Special Education, ESL, and specific ethnicities as demonstrated on our *Progress Towards Graduation* reports. Additionally, we will develop a program of enhanced independent research and reporting for our *level four* students. This will include internships at the New York Aquarium, local hospitals, geriatric centers, and child care facilities.

## **V. Develop a system of parental outreach and engagement.**

Research indicates parental involvement increases student achievement.

Our 2009-2010 analysis of data indicates;

- 37.0% of our parents responded to our *School Environment Survey*
- 35.0% of our parents attend open-school conferences.
- 11.3% of our current sophomore cohort were under credited when they entered sophomore year.

These statistics indicate a need for more parental involvement in the child's academic achievement.

Student success is greatly influenced by the support of parents and other family members. We strive to notify and include all parents in all activities of the school community and to inform them of the academic course of study and progress of each child. To enhance our outreach and engagement of parents, we will implement the following initiatives:

- Student/Parent Handbook will be updated and distributed to all parents. This will inform Parents of all important aspects pertaining to a successful High School experience.
- Parents of incoming Freshman will be invited to attend a half day of summer orientation with their child. Student and Parent contracts will be discussed and signed.
- All teachers, guidance counselors, and administrators will review student databases to monitor academic progress at the completion of each marking period and semester.
- Those students that are at risk will be identified and parental conferences initiated.
- To encourage parental engagement, we will conduct meetings in the evenings and Saturdays, when parents are more available. Meetings will include parents, teachers, guidance counselors, and administrators. These meetings will be supplemented with mailings of important school events and student report cards and support services that may be provided by United Way.

- We will work with our PTA staff to provide greater access to the school for all parents. The PTA will send out timely notices of meetings and assist in organizing the visits of guest speakers.
- Volunteer teachers will be invited to address parents at the monthly PTA meetings and update them of relevant upcoming critical events and assessments for their children, thereby making their children's learning transparent. Parents will also be advised of the information available to them in the ARIS systems as well as through the statistics links on the school's Department of Education website.
- We will insure that our college advisor also attends these meetings to inform parents of significant dates and timelines for those students who will be graduating and must take mandated assessments for college admission.
- We will continue to develop our monthly newsletters which are mailed to parents, along with semester calendars.
- All relevant materials will also be distributed during our *Parental Conference* days.
- We will develop a *Back to School* night for parents and teachers. This event will allow parents to see the teaching strategies utilized by our staff and the environment in which their children are taught on a daily basis.
- We will also create a database of parent phone numbers and emails to insure greater coverage when sending notifications of important school events.

**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 2010-11 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, PLA, 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><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To continue to improve our passing rates on Regents exams by improving school attendance rates of our at-risk students in our lowest-third (outliers). Cross analysis of our school attendance data and student’s progress data identifies a total of 9 Black and Hispanic students in our sophomore cohort that constitutes our at-risk population falling into the lowest-third. The success of these students will influence school data in subsequent years.</b></p>
<p><b>Action Plan</b> 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"> <li>➤ Analyze all attendance indicators of lowest one-third students, i.e. subject class, teacher, period, home contact, social issues. This review will be conducted on a weekly basis. Monthly attendance committee meetings by assigned staff and administrators to review attendance trends, actions taken and develop new intervention/prevention steps. Create stop-gaps for potential at-risk students.</li> <li>➤ Increase outreach and home visits made by our attendance teacher and staff on a daily basis with assistance from our AIDP (Attendance Intervention and Drop-out Prevention) CBO, YWCA.</li> <li>➤ Organize a schedule of parental conferences with guidance counselors, for those students whose attendance is slipping. Meetings will be scheduled on a bi-weekly basis.</li> <li>➤ Schedule individual student conferences with Administration and Guidance Counselors after each marking period, for those students failing, due to attendance.</li> <li>➤ Dedicate funds for after-school and Saturday tutorials to help students with their work and stay motivated to attend class before they fall too far behind.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Upgrade our email, phone and written communication systems to keep parents informed of absences.</li> <li>➤ Provide professional development for teachers to ensure that engaging, differentiated and motivating strategies are part of teaching and learning. Professional development sessions will be scheduled during school days and at cooperating schools.</li> <li>➤ Develop an <i>Inquiry Team</i> to monitor, evaluate, and provide assistance to those at-risk students. Team members will assist teachers of those students in the implementation of strategies to insure student success.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>➤ Administrative and school aides are delegated specific cohorts to review on a daily basis.</li> <li>➤ Funding is set aside to provide staffing to initiate home contacts.</li> <li>➤ Phone Messenger system will be used to implement daily outreach to parents.</li> <li>➤ Data logs of home outreach will be maintained by all tasked staff members.</li> <li>➤ Tax levy funds will be utilized to support parental outreach.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Our target population, a total of 9 Black and Hispanic students in the lowest-third of our sophomore cohort demonstrated an approximate attendance rate of 65.0 % and a failing rate of 45.0 %.</p> <ul style="list-style-type: none"> <li>➤ In 2010 – 2011 we will increase the attendance rate by 12.0 % to 77.0 %; this represents an increase in attendance of 4 students.</li> <li>➤ In 2010 – 2011 we will decrease the failure rate on Regents exams by 6 students, (3) passing Living Environment Regents and (3) passing the Algebra Regents.</li> </ul>

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase student credit accumulation and promotion rates for Black and Hispanic students in our <i>Lowest Third</i> (9 students). The success of these students will influence school data in subsequent years.</b></p>
<p><b>Action Plan</b> 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"> <li>➤ Guidance counselor review of credit accumulation on a quarterly and yearly basis, for those students at-risk in order to develop an intervention / prevention plan to support the students.</li> <li>➤ Individual student conferences with the Principal after each marking period for those students in the <i>Lowest-Third</i> who are falling behind in order to encourage achievement.</li> <li>➤ We will meet with the core subject area teachers of these students to develop and implement <i>Baseline</i> assessments.</li> <li>➤ Formative assessments will be developed and administered to assist teachers in guiding and informing their instruction.</li> <li>➤ <i>Acuity</i> data will be analyzed at Grade meetings to be used to inform instruction.</li> <li>➤ Professional development will be provided by our network staff and our <i>AUSSIE</i> consultants. Focusing on strategies for meeting the needs of at-risk students. Professional development will be based on theories developed by Marzano and Tomlinson.</li> <li>➤ To provide continuity of instruction, we will continue our Freshman academy, maintaining a core of teachers who have participated in extensive content focused coaching professional development. This core of teachers will serve as models for the new Sophomore Academy core of teachers. This continuity of Professional Development and instruction will support our goal of increased credit accumulation for the <i>Lowest Third</i> contingent of students.</li> <li>➤ Administrators will monitor marking period scholarship reports to insure that all students are on track towards credit accumulation.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>➤ Funding will be dedicated to support enhanced tutoring during after-school and Saturday Academy hours for targeted groups.</li> <li>➤ Professional development for the teaching staff to enhance a school-wide understanding of the impacts of humans on environmental systems</li> <li>➤ 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</li> <li>➤ Funding for professional activities will be designated through Tax levy funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>During the 2009-2010 school year we found that our most vulnerable groups were our lowest-third subgroup of Black and Hispanic students in the Sophomore cohort. 13.0% of the Black students in this cohort did not accumulate their credits and 26.0% of the Hispanic students did not achieve this goal.</p> <ul style="list-style-type: none"> <li>➤ In 2010-2011 we will strive to increase credit accumulation percentages of Black students by 6.0%.</li> <li>➤ In 2010 -2011 we will strive to increase credit accumulation of Hispanic students by 13.0%.</li> </ul>

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Continue to develop our Living Environment course Curriculum in order to increase credit accumulation in Science by the end of the Sophomore year. 2009-2010 data indicates 13.0% (14 students) entered sophomore year without completing their Living Environment credits.</b></p>
<p><b>Action Plan</b> 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"> <li>➤ Summer Professional Development will provide opportunities to incorporate the new <i>Common Core Curriculum</i> Standards into science curriculum, maps with benchmark assessments to meet those standards.</li> <li>➤ Continued development of the Freshman and Sophomore Academies</li> <li>➤ Implementation of the New Core Curriculum Standards as noted during classroom observations and analysis of assessments.</li> <li>➤ Ongoing professional development by our science <i>AUSSIE</i> consultants as demonstrated by logs of meetings, agendas and sign-in sheets</li> <li>➤ Administrative staff, consultants and teachers will continue to use the State Core Curriculum, to guide the development of lesson plans.</li> <li>➤ Ongoing funding will be designated to support the efforts of teachers as they develop and revise their respective curriculum maps and integrated curriculums.</li> <li>➤ State mandated and classroom assessments will be reviewed by school administrators to insure that Science Learning <i>Standards</i> are addressed during classroom instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>➤ Identify and provide Professional Development for teachers as they design new strategies in implementing Living Environment courses.</li> <li>➤ Provide funding for teacher visits to community schools to meet with staff members to identify additional strategies in the implementation of the Living Environment curriculum.</li> <li>➤ Set aside classroom space to offer advanced courses such as <i>College Now</i> and Advanced Placement subject courses.</li> <li>➤ Allocate time for staff members to mentor students in Living Environment course materials and provide students mentors to assist in this adjunct to the standards learning experience.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- In 2010-2011 we will focus on increasing the present freshman student's Living Environment credit accumulation by 10.0% (11 students), sending a better prepared class to sophomore year.
- In 2010 – 2011 we will increase the passing rate by 7.0% (8 students) in the present sophomore cohort .

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Develop and implement differentiated instructional models.</b></p> <p>Develop and implement differentiated instructional models for Living Environment and Algebra in order to increase the Regents pass rates of our Sophomore cohort in the lowest-third.</p> <p>Our 2009-2010 data indicates a failure rate of 66.0% on the Living Environment Regents and 55.0% failure rate on the Algebra Regents for our target group.</p> <p>In addition, differentiated instructional models will continue to be shared and utilized by all classroom teachers to ensure continuity of instruction in other subjects as a support for at-risk student’s achievement in math and science.</p>
<p><b>Action Plan</b> 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"> <li>➤ Review of student data with subject teachers and administrators in order to inform planning for differentiated lessons that will meet the needs of our Lowest-Third</li> <li>➤ Teachers will incorporate Tomlinson’s theory of differentiation in planning and implementing their lessons.</li> <li>➤ Develop <i>Learning Goals</i> for specific students in Living Environment and Algebra subject classes with teachers, in consultation with administrative staff and <i>AUSSIE</i> staff.</li> <li>➤ Provide ongoing professional development to all staff members that promotes differentiated strategies for improving math and science lessons.</li> <li>➤ Administrators and our <i>AUSSIE</i> consultants will assist teachers in conducting inter-visitations to core subject, CTT and elective classes, in order to gain an understanding of the <i>Art of Differentiation</i>.</li> <li>➤ Administrative staff will develop specific teachers as <i>lab site</i> teachers. Teachers will participate in <i>Instructional Rounds</i> to observe the implementation of <i>Effective Practices</i>.</li> <li>➤ Student formative assessment data will be analyzed by grade teams and administrators to ascertain success of the <i>Differentiated Instructional</i> model.</li> <li>➤ Data driven Intervention approaches such as small group, after school, and Saturday classes, will be emphasized.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Funding will be set-aside for AUSSIE mentoring of teachers as they develop their Differentiated Instructional strategies.</li> <li>➤ Teacher classes will be covered by funded substitutes to facilitate inter-visitations within the school and to community schools.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ In 2010 – 2011 we will track marking period data of our present Freshman students in order to provide early intervention through differentiated instruction. This will increase the number of Freshman students who pass the Living Environment and Algebra Regents by 10.0% and send better prepared students to Sophomore classes.</li> <li>➤ In 2010 – 2011 it is expected that we will decrease the failure rate of our targeted sophomore students by 27.0% in Living Environment.</li> <li>➤ In 2010 – 2011 It is expected that we will decrease the failure rate of our targeted sophomore students by 30.0% in Algebra.</li> </ul>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Develop a system of parental outreach and engagement.</b>          Research indicates parental involvement increases student achievement. Our 2009-2010 analysis of data indicates;</p> <ul style="list-style-type: none"> <li>➤ 37.0% of our parents responded to our <i>School Environment Survey</i></li> <li>➤ 35.0% of our parents attend open-school conferences.</li> <li>➤ 11.3% of our current sophomore cohort were under credited when they entered sophomore year.</li> </ul> <p>These statistics indicate a need for more parental involvement in the child's academic achievement</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b><u>General parent population:</u></b></p> <ul style="list-style-type: none"> <li>➤ Student/Parent Handbook will be updated and distributed to all parents at the beginning of the school year. This will inform parents about credit accumulation for each grade, school-wide grading policy, important dates and Regents requirements for Graduation.</li> <li>➤ Parents of incoming Freshman will be invited to attend a half day of orientation with their child in order to set expectations for a successful High school experience.</li> <li>➤ All teachers, guidance counselors, and administrators will review student databases to monitor academic progress at the completion of each marking period and semester and notify parents of concerns.</li> <li>➤ To encourage parental engagement, we will conduct meetings on Saturday's and in the evenings as necessary, when parents are readily available. These meetings will be supplemented with mailings of important school events, student report cards, support services, surveys, and open school notices.</li> <li>➤ We will work with our PTA staff to provide greater access to the school for all parents. The PTA will send out timely notices of meetings and assist in organizing the visits of guest speakers.</li> <li>➤ Parents will be trained in the use of the <i>ARIS</i> system through our <i>ARIS</i> Parent Link Grant as well as through the statistics links on the school's</li> </ul>

	<p>Department of Education website so they can be informed of their child's achievement.</p> <ul style="list-style-type: none"> <li>➤ We will insure that our college advisor also attends parent (PTA) meetings to inform parents of significant dates and timelines for those students who will be graduating and must take mandated assessments for college admission.</li> <li>➤ Monthly Saturday parent <i>Breakfast with the Principal</i> meetings to develop a collaborative environment in the school.</li> <li>➤ We will continue to develop our monthly newsletters which are mailed to parents, along with semester calendars.</li> <li>➤ All relevant materials will also be distributed during our <i>Parental Conference</i> days, during the fall and spring semesters as well as during PTA meetings.</li> <li>➤ We will also create a database of parent phone numbers and emails to insure greater coverage when sending notifications of important school events.</li> <li>➤ Materials for seniors and credit requirements are sent to all student homes via regular mail.</li> </ul> <p><b><u>In addition to the above, our outreach to the parents of the under credited sophomores will include:</u></b></p> <ul style="list-style-type: none"> <li>➤ Individual conferences with the parents of the under credited sophomore students.</li> <li>➤ YWCA from our CBO will support parents with motivating their child toward academic success and assist parents with tutoring arrangements.</li> <li>➤ Arrange for greater teacher-parent contact in order to keep parents informed of student progress.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>➤ Sign-in sheets indicate a 10.0% increase in open-school parental attendance.</li> <li>➤ Staff members assigned to insure that transcripts and report cards are mailed out at the completion of each semester to all parents.</li> <li>➤ Administrators to present tutorial sessions on reading student transcripts and ARIS parent Link during PTA sessions.</li> <li>➤ School updates to be written and prepared by school staff and teachers for distribution during <i>Parent-Teacher</i> Conferences during each semester.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Review by school administrators of Log sheets of classroom visits to all teachers during <i>Parent/Teacher</i> conferences during the fall and spring semesters, including follow-up parental contacts for non-attending parents by teachers and support staff.</li> <li>➤ Funding to facilitate the attendance of our college advisor during <i>Parent-Teacher</i> conferences to assist parents.</li> <li>➤ Logs of guidance meetings with our at-risk students to monitor progress towards our target goal.</li> <li>➤ Logs from the YWCA staff indicating outreach to targeted populations and reviewed by school staff members and administrators.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ In 2010-2011 we will increase our parent response to our <i>School Environmental Survey</i> by 10.0 % responding to the school survey, increasing the response rate to 41.0 %.</li> <li>➤ In 2010-2011 we will increase our parental attendance rate at open-school conferences by 10.0%, to an overall rate of 39.0%.</li> <li>➤ 2010-2011 we will increase the parental involvement of our under credited sophomores by 6.0% in order to increase the credit accumulation of those students by 6.0%.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	15	18	25	25	9	8	3	2
10	10	25	20	25	21	10	3	1
11	25	15	10	30	10	8	2	2
12	15	5	5	5	4	1	2	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><b>Description:</b> Provide a brief description of <b>each</b> 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><b>ELA:</b></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><b>Mathematics:</b></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><b>Science:</b></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><b>Social Studies:</b></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><b>At-risk Services Provided by the Guidance Counselor:</b></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. One dedicated guidance counselor for Special Education students</p>

<b>At-risk Services Provided by the School Psychologist:</b>	School 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
<b>At-risk Services Provided by the Social Worker:</b>	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. Additional social services are provided by our AIDP providers.
<b>At-risk Health-related Services:</b>	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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

**XX** We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 4                      Number of Students to be Served: 63    LEP 414    Non-LEP

Number of Teachers 28                      Other Staff (Specify) **(2) Secretaries (5) School Aides (1) Parent Coordinator**

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – We intend to purchase notebook computers and the *Rosetta Stone* Language software for different languages for our beginner students. Computers 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.

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**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.

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**We offer AUSSIE Professional Development and support to our staff members. Additionally, professional development is provided the the administrative staff as well.**

**Section III. Title III Budget**

School: Rachel Carson High school

BEDS Code: 332100011344

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$3000.00	60 hours X \$49.89 of per session for ESL and General Ed teachers to support ELL Students.
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$2000.00	AUSSIE Consultants, working with teachers and administrators 1 day a week on development of curriculum enhancements
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1000.00	Books on Tape, Cassette Recorders, , Leveled Books
<b>Equipment</b>	\$4000.00	Notebook computers
<b>Educational Software (Object Code 199)</b>	\$4000.00	<i>Rosetta Stone</i> language development software packages for after-school program)
<b>Travel</b>	\$0.00	

<b>Other: Textbooks</b>	\$1000.00	Ancillary enhanced reading materials
<b>TOTAL</b>	\$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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
We use the home language surveys and interviews with students and parents to determine their specific language needs. We also use the home language data indicated in the ATS bios information of all students to ascertain who may need language translations.  
Additionally, our ESL teachers assist school staff in identifying those students and parents that require translation services. Our ESL teachers also meet with parents during the first week of school to provide information regarding the ESL services which are available at the school and further identify unique parental language needs.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  
We identified that students speak varied languages, a total of eight. To support these students, we provide ESL classes and translated materials as needed. Letters that are sent home are also translated through the Interpretation and translation unit and distributed to students and mailed home.  
Our ESL teachers notify all staff members of the language needs of each student. Support is provided by all teachers and translated materials prepared for these students. Additionally, we are implementing the use of an on-line translation program which offers us the capability of providing in-class translations of any word or sentences. This is done through laptops in classes and in the library.

#### **Part B: Strategies and Activities**

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

We utilize dictionaries available in various languages, the on-line as needed. Translations are provided by either staff members, for non-critical translations, such as class materials we use native speakers who have mastered English to assist. We are also using our senior students as mentors in ESL classes to assist students who speak the same language as the mentors. We submit documents and memos to the Translation Unit when necessary.

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.

Oral translation services are provided by staff members, volunteer parents and through an outside provider as needed. We also provide translation services of documents through the Department of Education Translation Unit.

We inform parents that if they wish oral translation, we will schedule a phone or personal translation as requested through the contracted vendor.

To identify the translation needs of parents, we review the log of languages that are spoken in the city and ask parents to identify their preferred language.

The following is a list of languages spoken and number of parents who speak this language:

Spanish: 13

Chinese: 6

Russian: 12

Bengali: 3

Urdu: 10

Arabic: 3

Korean: 1

Albanian: 1

Other: 17

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>.

We 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 307,765.00	\$ 107,849.00	\$415,614.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,664.00	\$1,090.00	\$ 4,754.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,320.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 36,639.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  93 %

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**THE NEW YORK CITY DEPARTMENT OF EDUCATION**

**JOEL I. KLEIN, Chancellor**

*Edward A. Wilensky- Principal*

*Abraham Furleiter - Assistant Principal*

*Michael Calise-Assistant Principal*

**RACHEL CARSON HIGH SCHOOL OF COASTAL STUDIES**

*521 West Avenue, Brooklyn, NY. 11224*

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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 **10/20/2010** 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, 2011.

\_\_\_\_\_  
*(Signature of Principal)*

\_\_\_\_\_  
October 20, 2010  
*(Date)*

**1. 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 2010-2011 .

## 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		
David Migdal, PTA Vice-President		
Student (if applicable)- Print Name		
Catherine Schweit		

(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.)

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: School-wide Program (SWP) Required Components**

**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.  
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, Saturday Breakfast with the Principal and Saturday PTA meetings, 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 2010-2011 school year are special needs students; English Language Learners (ELL) and Special Education students (CTT and SETTS). During the last school year, 2009-2010 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. Schoolwide 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.
  - o 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.
  - o 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 entirely highly qualified, with several still completing their license requirements. Currently, our Highly Qualified staff comprises 93 % of the total number of teachers in the school. Please refer to Appendix 4, section A, page 44 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 School-wide Program to 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.  
Parents are invited to the school to meet with teachers to review their child's progress.  
Parents are provided with samples of work that teachers cover in various classes.

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.  
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.

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.

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.

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

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are	Amount Contributed	Check (✓) in the left column below to verify that
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 307,765.00	✓	6C, 8H Per-session Teachers and supervisors, AUSSIE, math and Science teachers
Title I, Part A (ARRA)	Federal	✓			\$ 107,849.00	✓	Mr. Mednick and AUSSIE
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal				\$ 142,240.00		IDEA 6C, teacher and Paraprofessional
Tax Levy FSF	Local				\$ 2,063,562.00		

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. —

**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.

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;

- VI. Attendance improvement through various strategies including: Home contacts, Home visits, Parent open house coffee meetings with the Principal, Saturday Breakfast with the Principal and Saturday PTA meetings, 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.
- VII. Credit recovery Programs such as PM School (tutorials) after school. Saturday Academy, and Holiday School.
- VIII. School-wide assistance to our English Language Learners (ELL) population who speak seven to eight diverse languages.
- IX. We will assist parents of our English Language Learners (ELL) students to develop their own English Language Skills.
- X. 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 2010-2011 school year are special needs students; English Language Learners (ELL) and Special Education students (CTT and SETTS). During the last school year, 2009-2010 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.

1. Ensure that planning for students served under this program is incorporated into existing school planning. All students who are at-risk are monitored as to academic progress and specific needs. Guidance counselors routinely meet with all students to insure that all programmed correctly.
2. 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;

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. Last year we instituted an Ocean Futures Program which serves to involve the students in our theme of Marine Studies. We also offer a Marine Technology program which leads to a regional ROV competition. 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. Coordinate with and support the regular educational program;  
All at-risk students are monitored through the Scholarship report to insure that they are demonstrating adequate progress. As necessary, additional tutoring and differentiate instruction is provided to move them towards their academic appropriate levels.
  
4. Provide instruction by highly qualified teachers;  
Our teaching staff is not entirely highly qualified, with several still completing their license requirements. Currently, our Highly Qualified staff comprises 93 % of the total number of teachers in the school. Please refer to Appendix 4, section A, page 44 for implemented strategies to attain 100 % Highly Qualified Teachers
  
5. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
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.

6. Provide strategies to increase parental involvement; and

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

We coordinate and integrate Federal, State and local services as required under the state education laws and the chancellor's regulation

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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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.

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



## **APPENDIX 7: 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>

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### **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.)  
Currently we have one student in temporary housing.
2. Please describe the services you are planning to provide to the STH population.  
Students in temporary housing will be provided with support services such as social worker intervention and AIDP intervention, assistance with storage of school materials. Additional time will be provided for students to have computer and internet access. Additionally, administrators will meet with these student's teachers to alert them to the student's educational challenges. Teachers will then provide assistance in the form of modified assignment and alternate assignments as deemed necessary. School staff will reach out the parents of these students to insure that we are aware of any concerns that may affect the student's ability to succeed.

### **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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Rachel Carson High School for Coastal Studies								
<b>District:</b>	21	<b>DBN:</b>	21K34	<b>School</b>		332100011344			
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade		
	2		6		10	v			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				84.5	84.7	80.8
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				92.3	91.9	96.5
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	0	0	0				70.4	79.6	79.6
Grade 8	0	0	0						
Grade 9	154	163	125	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	128	114	159	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	84	95	104				1	26	13
Grade 12	64	98	81						
Ungraded	0	1	0	<b>Recent Immigrants - Total Number:</b>					
Total	430	471	469	<i>(As of October 31)</i>			2007-	2008-	2009-
							27	10	9
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions			24	86	218
# in Collaborative Team Teaching (CTT)	22	31	40	Superintendent Suspensions			5	16	27
Number all others	9	21	21						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	42	52	TBD	Number of Teachers			18	25	27
# ELLs with IEPs	1	3	TBD	Number of Administrators and Other Professionals			4	9	8
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			1	1	3

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	10	16	66	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	10.5	20.0	55.6
				% more than 5 years teaching anywhere	21.1	32.0	33.3
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		53.0	60.0	81.5
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	84.1	90.5	91.4
Black or African American	30.0	27.2	22.2				
Hispanic or Latino	27.0	27.4	26.9				
Asian or Native Hawaiian/Other Pacific	10.7	10.4	12.2				
White	31.9	34.8	38.8				
<b>Male</b>	45.3	48.0	51.8				
<b>Female</b>	54.7	52.0	48.2				

**2009-10 TITLE I STATUS**

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,							
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	-

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	-	
Ethnicity							



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 206</b>	District <b>21</b>	School Number <b>344</b>	School Name <b>Rachel Carson H.S.</b>
Principal <b>Edward Wilensky</b>		Assistant Principal <b>Abraham Furleiter</b>	
Coach		Coach	
Teacher/Subject Area <b>Emanuela Preda (ESL Teacher)</b>		Guidance Counselor <b>Beverly Malek</b>	
Teacher/Subject Area <b>Anamaria Horvath (ESL Teacher)</b>		Parent <b>Christine Schneider</b>	
Teacher/Subject Area <b>Whitney Rosenthal(ELA Teacher)</b>		Parent Coordinator <b>Dedra Johnson</b>	
Related Service Provider		Other	
Network Leader <b>Jayne Godlewski</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>477</b>	Total Number of ELLs	<b>66</b>	ELLs as Share of Total Student Population (%)	<b>13.84%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.
- 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.

5. 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.)
6. 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.

Paste response to questions 1-6 here

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, Ms. Preda and Ms. Horvath who are fully licensed for this activity. Additionally, all ELL's are scheduled to take the annual NYSESLAT exam when administered.

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. Letters are given to parents at the time of registration by our ESL teachers, Ms. Horvath and Ms. Preda. Forms are collected during the parent orientations or. All students are required to return the forms and they are collected and reviewed by our ESL teachers, Ms. Preda and Ms. Horvath, and we maintain appropriate records of all returned forms. All forms are returned as requested.

4. Students are placed in either beginner, intermediate or advanced classes based on the LAB-R results or NYSESLAT data or based on NYSESLAT exams administered in Middle School. We only offer the self-contained ESL program and parents are advised of this model. Parents are advised of the placement of their child, and as necessary, translation services or translated materials are provided as needed. Parents meet with teachers during Parent-teacher Conferences to review student progress and exam requirements to demonstrate proficiency or progress in language acquisition.

5. To date, all parents accepted the ESL Self-contained model 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, Ms. Preda and Ms. Horvath. Parents are notified of their options for this placement and are informed of their rights to move the child to programs at other schools as they are not available at this school.

6. As a small school with a register of 473, 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. This offering has been accepted by all parents. Parents have thus far not voiced a desire for any other programs such as Transitional Bilingual or Dual Language, therefore, we continue to provide the self-contained model of instruction with the requisite number of minutes of ESL instruction as required.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	7

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		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	53	0	0	2	0	0	7	0	4		62
<b>Total</b>	53	0	0	2	0	0	7	0	4		62

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	5	2	3	13
Chinese										2	0	0	4	6
Russian										5	4	1	2	12
Bengali										0	1	1	1	3
Urdu										3	2	3	2	10
Arabic										1	0	2	0	3
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										1	0	0	0	1
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	1	0	0	1
Other										6	4	5	2	17
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>17</b>	<b>14</b>	<b>14</b>	<b>66</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - 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.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here  
 ESL instruction is provided by our ESL teachers, Ms. Preda and Ms. Horvath in self-contained rooms. Instruction is based on proficiency levels in the various classes utilizing differentiated instruction as needed.

a) We offer an ESL self-contained model of instruction. Students meet for three periods daily in a self-contained class if identified as beginner level, for a total of 675 minutes per week. Intermediate students spend two periods, 450 minutes per week in the self-contained ESL classroom. Advanced students receive 225 minutes of instruction in an ESL self-contained class and, one period each of ELA instruction in a general ELA class for 225 minutes.

b) Our ESL classes are ungraded. This is due to the varied grade levels and abilities of our students. In several classes, we service a heterogeneous group of students as a result of the limited space and capacity of the school.

2. a) All students are provided with the mandated number of minutes as required based on their proficiency levels. Students receive services at the following interval in a departmental model specific to their levels of identified placement:

Beginner: 675 minutes per week

Intermediate: 450 minutes per week

Advanced: 225 minutes per week and ELA instruction of 225 minutes per week.

Students are blocked into their respective levels and remain with the same cohort during all ESL classes.

Programming is developed with the assistance of our guidance counselors, programmer and school administrators.

3. 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. All instruction takes place in English, with students using dictionaries and electronic translators as necessary. Additionally, we provide our students with laptop computers to conduct internet research and the use of the Rosetta Stone learning and translation program.

4. Class work is differentiated based on student skill levels and review of ARIS and HSST data by the ESL teachers based on baseline assessments. Instruction is differentiated and formative assessments are provided to identify areas that require additional remediation. 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.

a) Currently we do not have any SIFE students

b) Newcomer students receive the appropriate number of minutes of instruction daily. We also offer those students after-school and Saturday school tutorial assistance. We are also developing a pull-out model for at-risk students to provide additional tutoring during the school day.

c) 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.

d) 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. Tutoring is also provided during Saturday school sessions and during ELA and ESL teacher push-in into various content area classes. All instruction is provided in English.

e) Special needs students receive assistance through the intervention of the ESL teachers as well as the Special Education staff. The Special Needs students also receive counseling from a guidance counselor as indicated on their IEP's.

f) Proficient ESL students are provided on-going support in subject classes and ELA classes to insure continued growth in English language acquisition. Students are still afforded extended time on assessments and their progress is monitored by our guidance counselors and ESL teachers.

g) New programs that are being implemented are those stated previously, laptop use in classrooms, Rosetta Stone translation program, push-in by ELA and ESL teachers and intensive Regents exam preparation sessions during class and after-school.

h) We don't plan to discontinue any services. As noted previously, we are enhancing our services for the ELL population to insure continued success in all classes.

i) All ELL students have equal access to all subject classes that are required for graduation. We insure that ELL students are programmed for Math, Science, History and ELA classes throughout the school year. ELL students are encouraged to attend all after-school tutoring as well as athletic activities, dances and community projects.

j) Students have an opportunity to use laptops and glossaries as well as dictionaries to access their native language libraries to assist in the translation process. Our ESL teachers do not speak the student's native languages and therefore rely on these tools to assist students.

k) Student support is provided by age and grade level based on their transcripts. Where appropriate, students are placed in the correct content subject classes in which they have demonstrated proficiency. Tutoring is offered when necessary to insure that the students develop their skills in the content areas as they increase ELA proficiency.

l) When ELL student enroll in the school prior to the beginning of the school year, we invite them to attend our student orientations to learn more about the school and the services provided. We provide student planners and describe the requirements for graduation.

m) We do not provide instruction in any language other than English.

n) Throughout the school day our ELL students are integrated into general education classes except for the mandated seat time in their unique proficiency levels during which they are in the self-contained ESL classes. Content subject classes are only taught in English.

## B. 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?

Paste response to questions 5-14 here

5. 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. The 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 that require those accommodations, including students that had tested as proficient on the NYSESLAT exam.  
We target all ELL subgroups, but most particularly, we endeavor to assist those students who will be taking the ELA Regents as a prerequisite to graduation.  
Interventions are offered in English, however, some teachers who are proficient in a native language offer additional translation help as needed.
6. Those ELL students who have tested as proficient on the NYSESLAT continue to receive support from all teachers as they prepare to complete their Regents exam requirements. Tutoring is offered as needed after school and on Saturday's.
7. We will continue to use the PLATO online credit recovery program as a remediation tool. We have also instituted the use of the Achieve 3000 tutorial program as well to enhance student English language development. We intend to purchase notebook computers and the Rosetta Stone language development software.
8. We do not plan to discontinue any programs.
9. 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.
10. Instructional support for ELL students is provided in the ESL classroom through the use of SmartBoards, Video tapes, laptops, dictionaries and selected texts and readers. The same materials are also used in subject class in order to further facilitate subject comprehension of our ELL students.
11. 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.

12. All resources are appropriate for all of our grade levels.

13. Newly enrolled ELL students enter the school after the beginning of the year as new immigrants or transfers from private schools as well as from out of State. Therefore, we are unable to provide support until those students are enrolled in the school.

14. We offer two languages as required courses towards graduation. 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.

### C. 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)?

Paste response to questions 1-5 here

NOT APPLICABLE

### D. 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 (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. In our school we have on our staff two ESL teachers, Ms. Preda and Ms. Horvath. We provide professional development through our contracted AUSSIE consultants on a weekly basis. Additionally, we have sent our ESL teachers to various professional development seminars as they have been made available. Each teacher has attended several of these professional development sessions. We also insure that our entire school team meets with our consultants to become better informed in the strategies of providing instruction to ELL students. The team includes our administrators, guidance staff, Special Education teachers and subject teachers. Our parent coordinator also meets with the consultants to discuss any concerns regarding the needs of our ELL population. Our speech therapist has also attended professional development in the needs of ELL students.

2. Our guidance staff members who are assigned to the target grade level meets with all new ELL students to discuss any concerns they may have when first arriving at our school. We also insure that each new student meet with our ESL teachers, Ms. Preda and Ms. Horvath to facilitate the students' adjustment to their new environment. We also meet with the parents as a group to insure that all questions and concerns have been addressed.

3. All staff members receive the requisite training in ELL strategies from our AUSSIE consultants and turn-key professional development from our ESL teachers and Network specialists. These sessions are provided during weekly meetings and during various faculty conferences. Records of these sessions are reflected in the agendas and archived materials used for the meetings as well as sign-in sheets.

### E. 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?

Paste response to questions 1-4 here Parents are involved and supported through a variety of workshops, parent orientations, and meetings. Conferences with parents and parental contacts are ongoing. These include translational services and involvement of parents in their children's education.

1. Conferences are held at the beginning of the school year with parents of newly admitted students. During these conferences, parents are appraised 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 translation and 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.

2. We continually research the availability of services which may be available through CBO's to assist in furthering parental involvement. We utilize the services of our AIDP (Attendance Intervention and Dropout Prevention) provider through the YWCA to engage parents as needed.

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.

3. We continually conference with parents of ELL students as they visit the school. We always ask parents to describe any concerns that they may have and try to remedy their concerns. We discuss with the guidance staff and ESL teachers any unique needs that parents may have. We assist with transcript and report card reviews to insure that students are on track toward graduation.

4. To date, all parents visiting the school have been most satisfied with the services that we are providing. Parents appreciate that we provide translated materials and translation services as needed.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	0	0	0	6
Intermediate(I)										9	13	7	12	41
Advanced (A)										8	4	5	2	19
Total	0	0	0	0	0	0	0	0	0	23	17	12	14	66

### NYSESLAT Modality Analysis

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	23	0	8	0
Math <u>Algebra</u>	28	0	18	0
Math <u>Geometry</u>	5	0	2	0
Biology				
Chemistry	3	0	1	0
Earth Science	6	9	2	2
Living Environment	14	19	4	6
Physics	2	0	1	0
Global History and Geography	7	9	2	7
US History and Government	8	9	6	6
Foreign Language				
Other <u>Trig.</u>	4	0	2	0
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. To assess the literacy skills of our ELL students we use the Acuity ELL Periodic Assessments, LAB-R, and NYSESLAT assessment. Additionally, our staff also uses teacher generated assessments.

2. At this time, the following are our data patterns for ELL proficiency.

Beginners: 6 students: all 9th grade

Intermediate: 41 students: 9th grade: 9, 10th grade: 13, 11th grade: 7, 12th grade: 12

Advanced: 19 students: 9th grade: 8, 10th grade: 4, 11th grade: 5, 12th grade: 2

3. Instructional decisions are based on the needs of students. Those at the lowest proficiency level will be provided with extensive remediation to insure that they progress in proficiency levels. All teachers are notified of all ELL students' proficiency levels to insure that they provide enhanced assistance as necessary.

4.

a) ELL students were afforded the opportunity to take State assessments in native languages when available. The data reflects that those students taking exams in a native language were not passing at a higher rate than would be expected due to the use of native language. Many of our ELL students choose to take assessments in English, and in most cases they did not pass those assessments. The exception is the U.S. History Regents, in which 8 students took it in English and 6 passed and 9 took it in a native language and 6 passed.

b) The periodic assessments are reviewed with our ESL teachers to identify areas requiring additional assistance to our students. We also use the results of the Periodic assessments in math to identify the needs of ELL students.

c) We discovered that ELL students have the most difficulty in reading and writing, the two critical areas of language acquisition which take the greatest amount of time to develop.

5.

NOT APPLICABLE

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

- a) Credit accumulation during each semester.
- b) Report card grades during each marking period.
- c) Improvements on periodic assessment results.
- d) NYSESLAT progress in proficiency levels.
- e) Regents exam results and passing rates.
- f) Graduation rates of our ELL students.

These results then allow us to modify our instructional programs and mentoring procedures to insure ongoing student success.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

## Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		