



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: RACHEL CARSON HIGH SCHOOL FOR COASTAL STUDIES

DBN: 21K344

PRINCIPAL: EDWARD WILENSKY

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SUPERINTENDENT: MS. AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

tions:

List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Add rows as needed to ensure that all SLT members are listed.

The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Edward Wilensky	*Principal or Designee	
Abraham Furleiter	Assistant Principal	
Sean Nicholson	*UFT Chapter Leader or Designee	
Christine Schneider	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Dr. Merryl Kafka	CBO Representative	
Michael Migdal	Student	
Michelle Schneider	Student	
Casindia Barnabe	Student	
Matthew Roman	Student	
Samantha Carabello	Student	
David Migdal	PTA Vice President	
Stephen McNally	Staff	
Harold Webb	Staff	
Lisa Robbins	Member/ Parent	
Mary Jane Joy	Member/ Parent	
Randi Roman	Member/ Parent	

* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 we will increase the number of Freshman students that pass the Mathematics Regents in the Freshman year. Inclusive of these goals is the need to also increase student passing rates in this core subject. The resulting performance index will demonstrate an increase of 5.0 % in Mathematics Regents exams as well as course passing rates.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We have noted that freshman students are most at-risk for failing mathematics courses due to the rigor and new environment of high school. In the previous year, our *Progress Report* of ELL and SWD students demonstrated a graduation rate of 12.9% (ELL) and 22.3 % (SWD) for these students. To support these groups, we have determined to include this goal into our tasks for the year. To insure a higher four year graduation rate, we are implementing the strategies and goals noted.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- To support our target group, we will utilize Professional Development through our network and Australian United States Services in Education (AUSSIE) consultants. We will also develop strategies of Differentiated Instructional practices to assist our teachers in developing Standards aligned mathematics instruction. Teachers will also develop, administer and evaluate baseline assessments. Teachers will also provide formative and summative assessments to monitor student progress and adjust instructional practices as appropriate in mathematics courses.
- Teacher *Inquiry Teams* composed of grade level and subject level staff will provide remediation, assessments and evaluations based on student reading and mathematics levels as noted on Middle School Mathematics scores courses.
- Teacher teams will develop the assessments, along with support from school administrators and our Australian United States Services in Education (AUSSIE) consultants. AUSSIE consultants meet on a bi-weekly basis with our mathematics staff and visit classrooms to provide teacher support during feedback session. Teams will meet monthly to evaluate student's progress and develop remediation strategies.
- These strategies have already been discussed and implementation will begin during the first semester. Progress and ongoing evaluations will be reviewed at the mid-year and end of year semester as well as January and June Regents exam results.
- We will also insure that instruction is aligned to the New Common Core Standards as well as the City-wide Instructional Expectations.

These ongoing initiatives will continue throughout the school year.

Strategies to increase parental involvement

- All schools should cite strategies to **increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

The involvement of parents is most critical to the success of students and the school. To that end, we have instituted several strategies to insure parental engagement. These include the following:

- Parent Coordinator development of an email database for parents to keep parent informed of student progress in mathematics.
- Skedula database for parental log-in to monitor their child’s progress and grades in mathematics.
- Monthly PTA meetings, some scheduled on Saturday to enable working parents to attend to conduct discussions regarding the mathematics requirements as outlined by the New York State Education Department..
- Guidance counselors will speak with parents during Parent - Teacher Conferences to inform parents of the new Standards and assessment requirements for mathematics. Individual meetings will be scheduled as necessary.

Budget and resources alignment

- Indicate your school’s Title I status: **XX School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy XX Title I _____ Title IIA XX Title III _____ Grants XX Other

If other is selected describe here: We use the services of the YWCA through a grant from the United Way of New York to provide elective credit classes after school to insure that students are completing credit requirements to graduate.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding will be dedicated for support of after-school tutoring for all students and in particular, our ELL and SWD population. Staff members have applied and continue to apply for various opportunities that provide students support. These programs are provided during after-school and Saturday Academy tutoring as well as ELL parent tutoring on Saturday.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers will implement two units of the New Common Core Standards in the Sciences and Social Studies.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We noted an overall passing rate in all classes in June of 2012 at 83.91% on the scholarship report. We anticipate that these passing rates will increase as we more fully implement the Common Core Standards.

Teachers are now implementing the New Common Core Standards in all subject areas. The requirements are that all students will experience eight units aligned to the Common Core during the school year. The State assessments are being developed to incorporate the new Common Core Standards, and as a result, we must include them in the curriculums.

Our passing rates on the Earth Science Regents and the Global History Regents in June 2012 was below 50% which is unacceptable to us.

To further assist our students, we are continuing the implementation of the New Common Core Standards to support the development of literacy skills for our students in all content classes. All State assessments require high order literacy skills and it is our goal to develop those skills.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- Students require structured lessons rooted in the Standards and delivered in a cogent and interactive manner. We will insure that our staff uses the New Common Core Standards model to provide the components of a good lesson; Instructional Planning and delivery, Preparation, Engagement, Effective feedback and maintaining professional responsibilities.
We will use the resources and professional development of our network as well as our AUSSIE consultants to provide guidance and use of the New Common Core Standards. Teacher teams in the building will assist each other in implementing these strategies. Our administrative staff will monitor teacher progress and provide timely feedback to assist in development of appropriate techniques.
- Administrators will collect Units of Study for review and visit classrooms to monitor and guide our staff as they implement the Standards.
- We have already begun the implementation of these strategies and have conducted brief classroom visits. These visits will continue throughout the school year as we develop the capacity of our teaching staff at fully implementing Standards model. Literacy skills are most important for students to pass state assessments. The implementation of the Units of Study will develop student comprehension skills to insure successful completion of required assessments as they progress towards graduation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
The involvement of parents is most critical to the success of students and the school. To that end, we have instituted several strategies to insure parental engagement. These include the following:
 - Skedula database for parental log-in to monitor their child’s progress and grades in Science and Social Studies courses.
 - Review of various DOE video presentations to insure parental comprehension of the New Common Core Standards.
 - Monthly PTA meetings, some scheduled on Saturday to enable working parents to attend and learn more about the New Common Core Standards.
 - Monthly school newsletter indicating the use of the New Common Core Standards in their child’s unique Science and Social Studies classes.
 - During Parent - Teacher Conferences parents will be able to review the Common Cores Standards with teachers in Science and Social Studies.
 - Parents can also meet with guidance counselors during the school year as needed.

Budget and resources alignment

- Indicate your school’s Title I status: **XX School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
XX Tax Levy XX Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will be providing support to our staff using Tax levy and Title I funds through the AUSSIE consultants on a weekly basis to support our staff. Additionally, we are also developing Inquiry Teams to help teachers improve their practices and further there classroom instructional acumen as they meet at the end of the school day or on Saturday. Teacher grade teams will be designed by teachers for teachers, with support and mediation by supervisors.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June of 2013, 100 % of all teachers will demonstrate that their lessons are aligned to the City-wide Instructional Expectations as evidenced by administrators' observations of lessons.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The City-Wide expectations require increased use of literacy and mathematics skills in all classes. Teachers need the support in developing those skills as they incorporate the New Common Core Standards. To support our staff, the administrators at the school are observing classrooms to identify needs and providing feedback as teachers develop their instructional repertoire for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - We will review disaggregated data of student cohorts, including, ESL, Special Education, Lowest third and general Education populations to review credit and exam completion rates to identify and provide assistance to those students in need of remediation.
 - School administrators, with the support of *AUSSIE* consultants, will assist the Mathematics and ELA Freshman teachers as well as all content teachers in developing and implementing a Literacy and Mathematics task(s) that is linked to the New Common Core Learning Standards.
 - All teachers will be asked to implement the reading and mathematics strategies in their courses to insure ongoing reinforcement of the learned ELA and mathematics strategies. We will provide support through administrator led professional development as well as by our network and *AUSSIE* consultants.
 - Lead teachers as well as content teachers were invited and participated in the development of the units of study which include our target tasks. These teachers will insure that there is appropriate monitoring of student progress as a result of the new initiatives.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. The involvement of parents is most critical to the success of students and the school. To that end, we have instituted several strategies to insure parental engagement. These include the following:
 - Skedula database for parental log-in to monitor their child's progress and grades in core subject areas, especially in ELA and mathematics.

- Monthly PTA meetings, some scheduled on Saturday to enable working parents to attend. Reviews will be conducted indicating the parameters and implementation rubrics for the Instructional Shifts in ELA and mathematics.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding will be used to provide professional development through our AUSSIE consultants as well as opportunities for professional development from identified providers.

Teachers will design teams to that will meet after school to develop professional activities for colleagues as they all enhance their instructional practices. We are using Tax levy Funds and Title I funds to support these efforts.

Support for our ELL student population we will continue through ongoing professional development of our ESL teacher's which targets the needs of our English Learner students (ELL). Funding is also allocated for tutoring and inter-visitations to classes as well as push-in to subject classes. Providing support to teachers enhances their abilities to deliver targeted assistance to our ELL population during classroom instruction and tutorials.

Tutorials serve to insure that our ESL teachers provide instructional activities that assist in student development of reading and writing skills necessary for academic success and completion of required State assessments.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, students enrolled in the Physical Sciences courses will increase participation rates on Regents exams by 10.0 % as well as demonstrate an increase in course passing rates by 10.0 %.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

During the last school year, our passing rates on the Physical Science Regents exams have not fully met our expectations. It is our desire that all students enrolled in a course which culminated in a Regents exam will sit for that exam. To that end, we will implement the strategies noted below to insure the increases desired. Our passing rates on Regents exams in Chemistry and Earth Science were below 50 %. We are not satisfied with these percentages and are striving to improve those passing rates.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - We will provide additional Professional Development for our Science teachers as well as all our teachers in developing strategies designed to improve language acquisition skills for ELL students as well as all General Education students to insure comprehension of the language skills necessary for successful course and Regents completion.
 - We will insure that teachers utilize baseline, formative and summative assessments to monitor student progress and growth.
 - We will assist teachers in providing Differentiated Instruction as needed to insure student comprehension of the course content
 - Teachers will utilize the *Danielson Framework* to develop appropriate and ongoing strategies to provide academic support to our target group with assistance from administrators and AUSSIE consultants.
 - The process has already started and professional development has been initiated through our AUSSIE consultants and our network on a bi-weekly basis. We will continue the initiative and conduct regular assessments to monitor student progress and modify activities as necessary.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. The involvement of parents is most critical to the success of students and the school. To that end, we have instituted several strategies to insure parental engagement. These include the following:
 - Skedula database for parental log-in to monitor their child's progress and grades in all subject areas as well as the physical sciences.
 - Monthly PTA meetings, some scheduled on Saturday to enable working parents to attend. These sessions will provide tutorials from our staff

on the course and assessment requirements for graduation.

- Fall and Spring Parent-Teacher conferences to meet with teachers and guidance counselors to review their child's progress in their assigned physical science classes as required by the New York State Education Department..
- Parental invitations to meet with guidance staff and administrators as needed to review student progress in their physical science courses and assessments.

Budget and resources alignment

- Indicate your school's Title I status: XX School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy XX Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We provide after-school and Saturday school tutoring through Title I funding to insure increased student comprehension of the content materials. Our Physical Sciences teachers are are always providing tutoring using Tax levy funds at the noted times. We will also allocate funding to insure that a guidance counselor meets with students and parents either after-school or on Saturday to further reiterate the importance of Regents passing in all subjects as a prerequisite for college admission.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Using our system of parental outreach and engagement developed during the 2010-2011 and 2011-2012 school years, we will increase parent involvement by an additional 5.0%, based on last year's parental response rates on our School Survey as measured by an increase in attendance at Parent-Teacher Conferences as well as School Survey response rates.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

During the last school year, our parental response on the School Environmental Survey was at approximately 46%, this was a several percentage points decrease from the previous year. We expect to increase that response rate as note in our goal. Additionally, we endeavor to increase our parental involvement through greater attendance at Parent/Teacher Conferences. During the last school year, our parental attendance was approximately 46 %. We anticipate exceeding that as noted in our goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) time line for implementation.
- We have noted that a viable school community is made stronger as parental involvement increases. We have noted that as we reach out to parents more frequently, student progress improves as well as attendance. We also provide written materials in translated languages as available through the Translation Unit.
- School administration will take the lead on this initiative. An integral person to this activity is our Parent Coordinator. Additionally, we will enlist the support of our PTA leadership to facilitate parental participation. Teachers will also contact parents to facilitate their active participation in their child's education.
- Teachers assist in parental contacts and work closely with our parent coordinator to insure ongoing communication.
- We will also initiate additional PTA meetings on Saturday in order to provide greater access for working parents.
- We will also continue to develop our practice of specific grade meetings for parents to inform them of school events and specific student progress targets at each grade level as their children move towards graduation.
- This process of parental outreach is an ongoing process and began at the start of the school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The involvement of parents is most critical to the success of students and the school. To that end, we have instituted several strategies to insure parental engagement. These include the following:

- Use of a Phone Messenger system to contact parents regarding any important events occurring at school.
- Parent Coordinator development of an email database of parents to inform parents of important meeting and testing dates. This will include outreach to all parents, insuring the completion of the School Environmental Survey.
- Skedula database for parental log-in to monitor their child’s progress, grades and attendance.
- Monthly school newsletter with a calendar of important events for each month.
- Fall and Spring Parent-Teacher Conferences at which parents can meet with guidance staff and administrators as needed to review their child’s progress.

Budget and resources alignment

- Indicate your school’s Title I status: XX School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy XX Title I _____ Title IIA XX Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will use funding to increase parental involvement by offering PTA meetings on Saturday to facilitate attendance on a weekend using Title I funds. Additionally, we fund Senior and Junior parent meetings with our guidance staff and college advisor using Title I parent involvement funds. Grade level teachers are also supported and speak with parents.

We all use funding to conduct phone messenger outreach as well as newsletters and flyers to facilitate greater parental interaction and support. We also use Title III funds to support parental involvement.

To support parents of our ELL students, we provide a Saturday school program to teach English to those parents. The program is coordinated and delivered by one of our licensed ESL teacher. We also use Title III funding to provide translators as necessary when meeting with parents of our ELL students.

The continued engagement of parents in our school community will provide a basis for ongoing parental awareness of course requirements and their child’s progress towards graduation. Tutoring for parents will also provide parents with the skills necessary to support the student’s academic success.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Students are provided additional readings as noted on IEP's. ELL students also receive push-in services by our ESL teachers during selected periods based on need.	Students receive tutoring individually and in groups based on unique needs and specified IEP goals and ELL levels as noted on the LAB-R and NYSESLAT exams.	Additional help is provided during lunch periods, after-school and Saturday school tutoring.
Mathematics	Students receive assistance as needed by subject teachers based on student progress. Teachers review IEP's and ELL levels in consultation with ESL and Special Education teachers. Assistance is provided in problem solving and Regents exam preparation.	Students are assisted as needed in either group settings or individually in the class or after class tutoring. Teachers review student progress based on scholarship reports and collaborative reviews of student progress during grade academy and subject team meetings.	Additional help is provided during lunch periods, after-school and Saturday school tutoring.
Science	Assistance ins provided by subject teachers during class when developing collaborative groups and in modifications of	Students are assisted as needed in either group settings or individually in the class or after class tutoring. Teachers review student	Additional help is provided during lunch periods, after-school and Saturday school tutoring.

	<p>assignments. Assistance is also provided in completing laboratory assignments to qualify for the Regents exams.</p>	<p>progress based on scholarship reports and collaborative reviews of student progress during grade academy and subject team meetings.</p>	
Social Studies	<p>Students are provided with remediation in writing skills as they prepare for the Content Regents exams in this subject. Teachers provide guidance in developing cogent writing strategies and are modified based on ELL and IEP mandates.</p>	<p>Students are assisted as needed in either group settings or individually in the class or after class tutoring. Teachers review student progress based on scholarship reports and collaborative reviews of student progress during grade academy and subject team meetings.</p>	<p>Additional help is provided during lunch periods after-school and Saturday school tutoring.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance counseling by identified Counselors. School Psychologist Social Worker</p>	<p>Counseling provided during the school day in groups, one-to-one as mandated on IEP's. Psychologist provides Initial and Triennials as required. Social worker provides services as needed based on IEP's and at Initial placement.</p>	<p>Services are provided during the school day on specified schedules when students are not in a content class. As necessary, students may be provided additional counseling and support at any time during the day as warranted by unexpected events.</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We recruit teachers through the DOE recruitment fairs. Additionally, we are in contact with the Teaching Fellows program and seek out qualified candidates. Prospective candidates are asked to present a classroom lesson to school administrators to demonstrate competency in lesson and content delivery.

Hired teachers are provided with regular teaching schedules and assignments. Each new teacher is assigned a mentor for the first year. The mentor meets with the teacher several times per week to assist in lesson planning and delivery. New teachers are also mentored by an assigned school administrator during the school year. Additionally, teachers are observed throughout the year by school administrators to monitor progress and growth.

Teachers are assigned to an Academy based on subject and grade level. Academies and teams meet to review student progress and course content implementation.

New teachers are provided assistance in lesson planning, classroom management, clerical responsibilities by school administrators, mentors, and subject leaders.

To insure ongoing development of our new staff members, we provide professional development by school administrators either individually or at faculty conferences. Additionally, professional development is provided through our AUSSIE consultants and Network specialists.

New teachers are assisted in implementing inter-visitations to various classes in the school and to community schools. Funding is designated for these teachers who wish to enroll in advanced college courses to further develop their professional skills.

To further assist our teachers, we are also participating in the Teacher Effectiveness Program (TEP) to develop high quality lessons and prepare teachers to be presenting the course curriculum as highly effective teachers.

We also provide support to all new teachers with a mentor as part of the New Teacher Mentoring Program.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

THE NEW YORK CITY DEPARTMENT OF EDUCATION

Dennis M. Walcott, 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

Tel. 718-265-0329 Fax: 718-372-2514

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 as well as providing ELL training for parents on Saturday. Providing content area textbook glossaries in native languages as requested and available.
- 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. WE also distribute school calendars and newsletters.

**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*.

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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 **9/20/2012** 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, 2013.

(Signature of Principal)

January _____ 10,

2013 _____

(Date)

THE NEW YORK CITY DEPARTMENT OF EDUCATION

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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 2012-2013.

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 Common Core 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:**

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 every day.
 - 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.

SIGNATURE S

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		
Michelle Schneider		

(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.)

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/ Jayne Godlew	District 21	Borough Brooklyn	School Number 344
School Name Rachel Carson High School for Coastal St			

B. Language Allocation Policy Team Composition [?](#)

Principal Edward Wilensky	Assistant Principal Abraham Furleiter
Coach type here	Coach type here
ESL Teacher Emanuela Preda	Guidance Counselor Adam Gold
Teacher/Subject Area Anamaria Horvath/ESL Teacher	Parent Christine Schneider
Teacher/Subject Area Stephen McNally/ELA Teacher	Parent Coordinator Deidra Johnson
Related Service Provider type here	Other type here
Network Leader Jayne Godlewski	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	495	Total Number of ELLs	61	ELLs as share of total student population (%)	12.32%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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. Our ESL licensed teachers, Ms. Horvath and Ms. Preda, both of whom are licensed as ESL teachers assist in administering the LAB-R. Mr. Furleiter, Assistant Principal, also reviews the Home Language Surveys. The Home Language Surveys are provided in all available languages. Translation services are provided by in-house staff, and when necessary, we use the DOE Translation and Interpretation unit for assistance as well as outside vendors. Based on the responses, such as another language spoken at home, the LAB-R is given and reviewed. Students are then placed in the appropriate ESL setting and the exams sent out to the ISC for final grading and data entry. This process is undertaken within the first ten days that a student is in attendance at the school. Initial screenings and LAB-R are conducted by our ESL teachers who are fully licensed for this activity. Additionally, all ELL's are scheduled to take the annual NYSESLAT exam when administered. LAB-R exams are administered during the first 10 days of student enrollement. When appropriate, the Spanish LAB-R is administered. The Spanish version is used after an interview with the parent and identification of Spanish as the home language.

During the school year, we identify all students who are entitled for the NYSESLAT exam using the ATS report, RLAT. This report identifies each student entitled to be tested and their NYSESLAT and LAB-R exam history. Ms. Horvath and Ms. Preda, our ESL licensed teachers as well as Mr. Furleiter, Assistant Principal review this report as we prepare to order the requisite number of NYSESLAT exams. All students identified as eligible for the NYSESLAT exam are invited to take the exam.

The Speaking portion of the exam is administered individually to each student by Ms. Horvath and Ms. Preda, our ESL licensed teachers in a dedicated room. The Listening, Reading and Writing portions of the exam are administered to students in a designated classroom which has been dedicated for this task.

2. Parents of identified ELL students are invited for an evening meeting at school with our ESL licensed teachers, Ms. Preda and Ms. Horvath. 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.

We do not plan at this time to offer Transitional Bilingual Education or Dual Language programs. To date, parents have not chosen TBE or Bilingual education. Should we receive requests from twenty parents who all speak the same language for the TBE or Dual Language program; we would then contact all parents who have noted that they speak that language and advise them of the availability of these programs for their children. Parents expressing a desire to place their child in this program will be accommodated.

3. Parent Surveys are distributed during the ESL orientation for parents. Program selection forms are completed at the meeting, with available translated versions provided. Translators are provided as necessary.

Records of parent selection forms and Home Language Surveys are kept on file by the ESL licensed teachers; an additional copy is placed in the student's cumulative record folder. Entitlement letters reflecting student current placement are sent home in a mailing and copies are kept on file.

4. Based on the LAB-R assessment, students are identified as to their appropriate placement level. Parents are advised of this placement level at the ESL parent orientation. Translated documents are used as available. Translators are provided when requested through our own staff or through the Translation unit. Parents are advised of the three instructional models and those which are available at our school. We currently only offer ESL, self-contained. Should a parent request a bilingual program or dual language program, we would need to have twenty students speaking the same language. Currently, we do not have sufficient numbers of students speaking the same language to offer these alternative programs. As a result, parents will be assisted in finding a different school which offers these programs should they desire.

5. This school year, thus far, we had one new admission to our ESL program. The parent was informed with an entitlement letter and attended the orientation meeting. This parent requested the ESL self-contained setting. Parents are always notified of their option to send their child to a different school which will provide other than ESL settings. At this time, all parents are satisfied with our ESL model and do not wish to transfer their children to a Bilingual or Dual language program. Parents are satisfied with the instruction their children receive and are also eager to have their child remain in our small school setting.

6. In our school we do not have twenty or more students who are ELL's and speak the same language. Parents of our ESL students have all opted for the ESL self-contained model. We don't anticipate a sufficient number of new ESL students in any specific language at this time. Therefore, the self-contained model which parents have opted for will continue as the format that we provide. We do have two ESL licensed teachers to insure that our students receive appropriate ESL instruction.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained										3	3	3	2	11
Push-In														0
Total	0	3	3	3	2	11								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	5
SIFE	5	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	11

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	35	2	1	15	2	0	11	1	4	61
Total	35	2	1	15	2	0	11	1	4	61

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

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	3	3	1	11
Chinese										0	1	0	3	4
Russian										0	7	3	2	12
Bengali										0	1	0	2	3
Urdu										5	3	2	3	13
Arabic										0	1	0	1	2
Haitian										1	0	0	0	1
French										0	0	0	0	0

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
Korean										0	1	0	0	1
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	1	1	2
Other										3	0	6	3	12
TOTAL	0	13	17	15	16	61								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

ESL instruction is provided by both of our ESL licensed teachers utilizing differentiated instructional models. This is a self-contained model where students receive the requisite minutes of instruction on a daily basis in separate classrooms. The student populations in the ESL classes are block programmed and are homogeneous in levels. Beginner and Intermediate students do not take any ELA courses; however, they are scheduled for content classes such as Mathematics, Science, and History, as well as art and physical education. Advanced level students are assigned an ESL class and also one ELA class.

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:

Beginner: 675 minutes per week ESL instruction, no ELA instruction

Intermediate: 450 minutes per week ESL instruction, no ELA instruction

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

Both of our ESL teachers are fully licensed to provide the required instruction. ESL instruction is only provided by our ESL Licensed

A. Programming and Scheduling Information

teachers.

We insure that ESL students are receiving the appropriate minutes of instruction by reviewing proficiency levels, programming schedules and dedicating two licensed ESL teachers who are solely the ESL instructors.

3. Content materials, vocabulary, terminology and concepts are reviewed 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 ESL students in the ESL classes to assist with class work and homework. All instruction takes place in English, with students using dictionaries, visual aids, graphic organizers, glossaries and electronic translators as necessary. Additionally, we also use the Achieve 3000 computer online program, as well as netbooks and online dictionaries to provide native language support.

4. When ELL students first arrive at our school, we conduct an interview with the parent and child.

We identify a staff member to assist in translation as necessary. We contact the interpretation unit when required for languages not easily translated. Once we have identified the child's language, we then administer the LAB-R in either English or Spanish as appropriate. To insure student success in content classes, we provide dictionaries, glossaries to assist on assessments through the use of native language skills. We also insure that we have sufficient copies of exams in all available languages when administering State assessments, including Regents exams. We also provide glossaries during those exams as well as dictionaries.

5. Class work is differentiated based on student skill levels and review of ARIS and HSST data by the ESL teachers. The ESL staff uses Bloom's Taxonomy to guide them in preparing higher order thinking questions and strategies. Additionally, teachers utilize group strategies in which higher achieving students assist those in need when they speak the same native language.

a) SIFE students receive the appropriate ESL classes. In addition, students are identified to all subject teachers to insure that they receive additional remediation in their content classes.

SIFE students are also encouraged to attend tutorials during after-school tutoring and at our Saturday academy.

Teachers also provide tutoring during student lunch periods.

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.

6. 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. This target group of students is also mentored to attend Saturday school for additional tutoring by all teachers. Differentiated instruction, extended time on assessments, accommodations, scaffolding, using one-to-one tutoring. We also use science as well as reading and writing strategies to assist our students with disabilities. ESL teachers continually review the IEP's and consult with the Special Education teachers to insure that students are receiving the appropriate accommodations.

We also insure that CTT students who are also ELL's receive the appropriate support in the subject classes. Visual aids, extra hand-outs, modified assignments and assessments, extended time are also afforded to the ESL/SWD students. All relevant texts in content classes are provided for our ESL/SWD students. We also use technology in content classes in the form of Smartboards, in class computers, and laptops to facilitate student comprehension.

Our Special Education coordinator, Ms. Buchhalter, Special Education guidance counselor, Mr. Gold, and Mr. Furleiter, Assistant Principal review student IEP's to insure that all mandated services are provided

7. Our ELL students are programmed based on their needs for ESL classes and the requirements of their IEP's. The ELL classes are self-contained and the Special Education classes are based on the need for CTT or SETSS programs. Additional assistance is provided to this at-risk group by all staff members in content classes as well as by our Special Education teachers. Our ESL teachers provide additional tutoring after-school and during Saturday school.

A. Programming and Scheduling Information

To further assist ESS/SWD students, we modify our instruction based upon the short-term and long-term goals as noted on the IEP's. Goals are reviewed to insure student ongoing progress. Appropriate level texts are provided as needed

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. 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 in their unique cohort 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.

All interventions are offered in English, with translations available as needed. Our Advanced students are scheduled for one ELA class per day. In this class students use dictionaries and glossaries to assist them as they develop their skills. Our Intermediate and Beginner students are not in ELA classes, only ESL classes. They receive support in their content classes, such as mathematics, history and science by teachers who are aware of their unique levels. Our ESL teachers meet with content teachers to assist them in developing ELL strategies to support student skills. All ESL students have the use of net books for translation purposes. All ESL students are enrolled in content classes. Native language is used when students are paired with peer tutors that speak their language. In some subjects, we have teachers that speak the student's native language. In these cases, support is provided both in English and native language. Our ESL students are progressing well in their content classes as a direct result of the support provided.

9. 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. Extended time is also provided on assessments as required.

10. 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 have purchased notebook computers and the Rosetta Stone language development software. These tools are an adjunct to the classwork and greatly supports our ELL students.

11. We do not plan to discontinue any programs.

12. 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. All ELL's are also an intgral part of the school and attend trips. An Additional benefit that we derive from our ELL's is unique cultures displyed during our multicultural celebrations. Our programs include after-school tutoring by content and ESL teachers. We also have a basketball club that meets twice a week. Teachers developed a singing club, fashion show, talent show, all of which are open to our ELL students. A large number of ELL students participate in these activities. All students, including ELL students are invited to Saturday tutoring, with a large percentage of ELL's taking advantage of this remediation. Our ELL students are an integral part of the school. Notices for after-school and Saturday school events are advertised in various languages and our peer mentors remind our ELL students of these opportunities.

13. 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. Our ELL students are also taught in the library at selected times to afford greater access to our computers and internet resources.

We also supply our ELL students with native language glossaries to aid in translating class readings and writings. We have an extensive repertoire of technology for use by our ELL students. These include Achieve 3000 for reading and writing development and reinforce language skills, Rosetta Stone program to develop language skills such as reading, writing listening and speaking, and net books for easy internet access.

14. 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.

15. All resources are appropriate for all of our grade levels. Students are supported based on specific course needs as they progress towards graduation. Tutoring is offered for all classes, in particular to Regents classes. Supports are offered to each cohort level. Those students requiring the completion of science, math or history classes and Regents exams are provided with additional tutoring to insure their success. We target the support for those students who will be taking State mandated assessments and we monitor their progress after taking the exams to identify those students requiring additional remediation in order to satisfactorily complete their graduation requirements.

16. 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. Those students that arrive early are provided with the same introductory activities that all new incoming students receive.

17. 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. All teachers of ELL students are notified of the language level of ELL students in their classes. We provide support to these teachers in the form of professional development by our ESL teachers and by our consultants.
Our ESL teachers meet routinely with various departments during their departmental meetings. At that time, the ESL teachers provide strategies in language acquisition development. Our ESL teachers have provided and continue to provide professional development at faculty conferences as well. Some of the topics covered are the use of extended time for ELL students. Instruction is provided in the use of glossaries, activating prior knowledge and the benefits of visuals for those learning a new language. All staff, including our principal and assistant principals attend the professional development sessions. The scheduled professional development dates at this time are November 8, 2011, January 11, 2012, and February 8, 2012.
2. To assist our incoming freshman students, including ELL, we offer an introduction to high school course to help students become familiarized with high school expectations. We also endeavor to find a peer mentor for them to help them adjust to their new learning environment.
3. All required staff receive their training hours by our in-house ESL teachers and AUSSIE consultants. All staff members are acutely aware of the needs of our ELL population. Our professional development is provided by our ESL staff and consultants to facilitate the tasks of modifying content for understanding of our ELL students. Our trainings take place at department meetings and at faculty conferences. We maintain agendas, sign-in rosters and minutes of meetings. Copies are kept in the general office of the school. Topics for discussion include differentiated instruction, language acquisition strategies, and the technique of activating prior knowledge. .

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.

Parents are asked to meet with our ESL teachers who provide strategies to support their children's academic progress. We provide translated materials to parents as needed. We also have staff members that are available to translate for some languages, when necessary; we have access to telephone translation services. We provide translated letters for parent-teacher conferences and have access to translators when parents visit the school for conferences or other reasons. Parents have also been invited to attend city-wide conferences describing services and support which is available to ESL students and parents.

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 through discussions and 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 and translations to insure that students are on track toward graduation.

Our Parent Coordinator is in regular contact with all parents. We maintain a file of parental contacts as well as email addresses of many parents. Translation services and translations of materials are always provided when requested through our staff or the translation unit.

Parents are also provided with login passwords to view their child's progress on our in-house data system, Skedula. Parents are also provided with login information to view their child's progress in ARIS through ARIS Parent Link.

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. To further involve parents, we utilize a phone messenger system that transmits important events and dates. The system is programmed to also send the message in several languages. We also have an opportunity to meet with our parents during PTA meetings and at freshman orientation. All events are advertised and translated as necessary; messages are also sent out on our automated phone system.

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)	0	0	0	0	0	0	0	0	0	3	2	1	1	7
Intermediate(I)	0	0	0	0	0	0	0	0	0	11	7	13	8	39
Advanced (A)	0	0	0	0	0	0	0	0	0	1	8	4	2	15
Total	0	0	0	0	0	0	0	0	0	15	17	18	11	61

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	1
	I	0	0	0	0	0	0	0	0	0	6	1	2	3
	A	0	0	0	0	0	0	0	0	0	3	7	8	5
	P	0	0	0	0	0	0	0	0	0	12	7	2	3
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	2	2	1	1
	I	0	0	0	0	0	0	0	0	0	13	5	6	7
	A	0	0	0	0	0	0	0	0	0	1	8	4	2
	P	0	0	0	0	0	0	0	0	0	5	0	1	2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	5	6	0	0	11
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	1		7		2		0		10
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19	0	8	0
Integrated Algebra	20	2	12	2
Geometry	12	0	9	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	1	0	1	0
Earth Science	13	1	0	0
Living Environment	23	2	5	1
Physics	0	0	0	0
Global History and Geography	15	0	4	0
US History and Government	5	3	4	1
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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: 7 students: across all grades

Intermediate: 33 students: across all grades

Advanced: 16 students: across all grades

We have found that our Intermediate group is the largest and includes those students that have declined based on the last NYSESLAT. We therefore have to offer additional support to these students. Our LAB-R data indicates that one student was tested this year, and was identified as a beginner. All other students were tested last year at our school or at their middle schools.

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.

Each student will receive instruction that is tailored to meet the language level of that student. If a student scores at the lower range in one modality, this student will receive additional instruction and remediation in that domain.

Our ESL licensed teachers will confer with our content subject teachers to identify and support those students in need.

We noted that our greatest cohort is the Intermediate group of students, 39 students, with our beginners as the smallest number, seven. Our Advanced students were numbered at fifteen.

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.

We reviewed the patterns across grades for our State assessments. All teachers reviewed these results, in particular, our ESL teachers.

Many ELL students preferred to take the assessments in English, with some using their native language exam as support. These students used glossaries and dictionaries as an aid.

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.

Students are encouraged to write in their own native language to help in developing their native language academic skills. Translating those writings into English helps to develop their ELA skills.

To support these efforts, we have an ESL library and we maintain native language texts to assist our students. We also use the Rosetta

Stone software to assist in translations.

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. We do not use native language other than for informal translations among students

The following State assessment data indicates the overall progress of our ESL students as they complete their graduation requirements.

Passing rates on State Regents Assessments: ELA: 42.0%, Algebra: 60.0%, Geometry: 75.0%, Chemistry: 100.0%, Earth Science 0.00%, Living Environment: 22.0%, Global history: 27.0%, United state history: 80.0%

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Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Rachel Carson High School

School DBN: 21K344

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: Rachel Carson High School

School DBN: 21K344

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Wilensky	Principal		10/20/11
Abraham Furleiter	Assistant Principal		10/20/11
Dedra Johnson	Parent Coordinator		10/20/11
Emanuela Preda	ESL Teacher		10/20/11
Christine schneider	Parent		10/20/11
Anamaria Horvath/ESL Teacher	Teacher/Subject Area		10/20/11
Stephan McNally/ELA Teacher	Teacher/Subject Area		10/20/11
	Coach		
	Coach		
Adam Gold	Guidance Counselor		10/20/11
Jayne Godlewski	Network Leader		10/20/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K344** School Name: **Rachel Carson High School for Coast**

Cluster: **2** Network: **206**

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

Part A: Needs Assessment Findings

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

In order to provide accessible information to parents of our students across the languages, we have instituted the following protocols:

- a. A data base is created of all home languages spoken by our students.
- b. We translate all important letters to parents thorough the translation unit prior to sending them home.
- c. All parents that visit the school and require translations are assisted either through our in-house staff or through the interpretation unit.
- d. Signs are posted in all available languages at our entrance and main office to advise parent of the availability of the translations services which are available.

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.

After reviewing our translation needs we have found that we have been able to provide translations as needed without any difficulty. We have also had the benefit of translators from schools at our campus and this has aided us in supporting all parents. We have found that our ongoing outreach to parents has indicated that all parents are supportive of our services. We continually notify students, teachers and parents of the readily available translation services in order to insure that we maintain good parental engagement. We also share the availability of services through parent newsletters, announcements at our SLT and PTA meetings, and through our Phone Messenger system which can make calls in several languages.

Part B: Strategies and Activities

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

We provide written translations of letters sent to parents indicating key events at the school. Documents requiring translation are submitted for those translations in ample time to be available when needed for mailings or distribution. We also provide interpretation services when requested by contacting the interpretation unit. We have also set aside funding to support translation needs. We also assist parents by translating documents by our staff when available. We also ask staff members and parents, especially of our SLT and PTA to indicate which languages they are capable of translating. These volunteers are then contacted as the need arises. To date we have been able to meet the needs of all parents arriving at our school and in need of translation services.

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 translations are provided by our staff and other staff members on our campus as needed. Volunteers from our PTA and SLT are always willing to provide interpretation when possible. We also utilize the services of the interpretation unit as needed. We also have designated funding to support the possible use of an outside vendor as necessary.

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>.

As new students arrive, we ascertain the parents preferred language. This information is entered into the DOE database and a record kept at the school. We run an RBIR report in ATS that highlights the parent's preferred language.

Parents visiting the school will easily note the signs posted indicating the availability of translation and interpretation services. The Translation and Interpretation availability signs are posted at our entry doors and in our main offices. All staff members have been instructed to refer any parent requiring translations to the main office for assistance.

We always note the preferred language of a parent prior to contacting the home regarding any school concerns and insure that we have an interpreter standing by to assist. Our Parent Coordinator, as well as secretaries maintain a listing of all parent's preferred languages in our records and on our emergency contact cards.

When necessary, we will contact the interpretation unit and ask that they conference a call to a parent using the preferred parental language. We have also found that some parents ask a friend or family member to assist in interpretation. We gladly support all parents in their unique needs and have found that we have been able to fulfill those requirements.

Our School Safety Plan includes the steps to be taken when parents require translation and interpretation services. All parents are accommodated in their interpretation needs by our in-house staff or when appropriate, through the Translation and Interpretation Unit or outside vendors.

At this time, our student population does not reflect a 10 % number of students whose parents speak a language other than English or the available translated languages. Therefore, we do not require additional translation services for unique languages other than those already available.

Whenever we have any concerns regarding translation services, we contact the Translation and Interpretation unit for guidance.

Parents are informed of their rights to receive translations of school materials as needed. Parents are advised that any language needs will be accommodated as noted in the Bill of Parent Rights and Responsibilities.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Rachel Carson High School	DBN: 21K344
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 53
Grades to be served by this program (check all that apply):
<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
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

English Language Learner (ELL) students require continued and ongoing support to aid in developing language acquisition skills. To support this task, we have implemented programs which are designed to improve skills and culminate in advancement on the NYSESLAT exam. Our goal is to insure that students complete the program and become proficient in English and then no longer require full time support.

We also intend to use the grant monies to support and service all immigrant students, regardless of their English Language Learner status.

The programs that we offer are as follows:

☐ After-school small group instruction by ESL and content subject teachers on Tuesday's and Thursday's from 3:30 PM to 5:00Pm.

☐ Saturday Academy small group instruction by ESL and content subject teachers every Saturday that the school building is open. The hours are from 9:00 AM to 12:00 Noon.

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

Our student population is diverse and consists of immigrants from across the globe. Some of the countries represented are; Russia, Georgia, Uzbekistan, China, Mexico, and varied Latin American countries.

Our ESL immigrant population is comprised of all grade levels, 9-12. Additionally we serve the needs of students who have been identified as Special Ed ELLs.

We will provide before school and after-school instruction two days per week for one hour sessions for our ELL population by our ESL staff.

All after-school programs will be in session between December and May.

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Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Professional development is the vehicle with which to enhance and further develop teacher skills in the most effective strategies that will assist our ESL students. It is the responsibility of school administrators to insure that the most current strategies are used by our staff. Strategies are culled from current research and based on student needs.

All teachers of ELL students are notified of the language level of ELL students in their classes. We provide support to these teachers in the form of professional development by our ESL teachers and by our consultants. Our ESL teachers receive additional professional development by our consultants as well as our network and through city-wide initiatives.

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

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

Some of our providers are our AUSSIE consultants and network support staff, as well as in-house teaching staff. The teacher PD is provided on a monthly basis during faculty conferences and individual PD from November and May.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

The support of parents for all students, especially those of immigrant ESL students is of utmost importance. Parents are the linchpin of our student’s life and they are the bond between the school and its students.

We hold conferences with parents at the beginning of each school year with our newly admitted students. We continually reach out to parents to identify their concerns regarding their children’s education. Parents are also invited to attend initial meetings to identify their desire for the ESL model which they prefer for their child. Additionally, parents are also invited to attend PTA meetings on a monthly basis to share their concerns.

We endeavor to support our parents with educational choices of ESL programs, programming choices in courses, school safety, unique needs of those students who are Special Needs students, and any other concerns that they may have. We also provide tutorials on using our online credit recovery and tutorial programs. We provide professional development to parents to assist them in accessing ARIS Parent link. We also provide tutorials in reading and understanding student transcripts and recognizing the State mandated graduation requirements as well.

These tutorials are provided by our principal and assistant principals, guidance counselors, college advisor, and parent coordinator.

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

We also provide English Language classes on Saturdays’ to assist parents of ELL students from November to May.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		