



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** RACHEL CARSON HIGH SCHOOL FOR COASTAL STUDIES  
**DBN (i.e. 01M001):** 21K344  
**Principal:** EDWARD WILENSKY  
**Principal Email:** EWILENS@SCHOOLS.NYC.GOV  
**Superintendent:** AIMEE HOROWITZ  
**Network Leader:** ADA CORDOVA

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.

**Directions:**

1. 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\*.
2. 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\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Edward Wilensky	*Principal or Designee	
Sean Nicholson	*UFT Chapter Leader or Designee	
Mary Jane Joy	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jordan Sanfilippo Monifah Lewis	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Abraham Furleiter	Member/ Assistant Principal	
Adam Engerow	Member/ Teacher	
Harold Webb	Member/ UFT	
Lisa Robbins	Member/ Parent	
Jabar Hills	Member/ Parent	
Domingo Guerrero	Member/ Parent	
Anna Lerner	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014 we will increase the number of Freshman students that pass the Mathematics Regents in the Freshman year by 10.0%. 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.

When reviewing the Regents data from June of 2013, we noted a passing rate of 72.0% on the Algebra Regents. This passing rate indicates that we need to work with students and staff to improve that passing rate. Inclusive of this goal, we are working towards increasing overall credit accumulation in Mathematics school-wide. In June of 2013, our Mathematics over-all passing rate was 71.5 %. We endeavor to increase that passing rate for this school year.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. We will review student progress in subject classes and exams of our identified subgroups to provide targeted support. This will include before and after-school tutoring, support in classrooms and during Saturday Academy sessions.
2. To support our target groups, 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 increase student engagement. Teachers will also develop, administer and evaluate baseline assessments. We are also using the ELA Baseline Assessments to identify student literacy needs. Teachers will also provide formative and summative assessments to monitor student progress and adjust instructional practices as appropriate.
3. Teacher meetings in subject and grade teams to review student needs and support initiatives that develop student mathematics literacy and computational skills.
4. ESL teachers will be supported in developing ELA skills to facilitate student success in Content classes

#### B. Key personnel and other resources used to implement each strategy/activity

1. This will be achieved by administrative meetings with subject teams and review of course scholarship reports. Tutoring strategies will be shared with the identified teachers in content subjects, with students assigned to various tutoring classes.
2. Professional development is provided by identified consultants as well as our Network support teams. Additionally, funding is dedicated to support our teachers and consultants as outlined in the budget resource document.
3. Subject team leaders arrange meeting schedules with our administrative staff to insure that clarity of purpose is uniform in all subjects. Teachers meet during the day as part of their assigned Circular 6 activities.
4. ESL teaching staff will insure that students are proficient in using *Rosetta Stone* to enhance language acquisition skills.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Our target is to review student credit accumulation during each marking period by teachers and administrators. We hope to see an increase of 2.0 % in passing grades during each marking period.
2. Professional development will be provided and monitored by school administrators. Consultants have designated meeting schedules and classroom visit rubrics. Whole group and individual teacher feed-back is provided by our consultants as well as providing ancillary resource materials to guide teachers in their practices. Student progress will be noted at each marking period to monitor the efficacy of the professional development.
3. Progress is measured through agendas, sign-in sheets and minutes of group meetings. Documents are collected by each team leader after meetings. Additional resources are provided to teams as requested.
4. Improved passing rates in Content subjects will be monitored to insure that ELL students are mastering ELA skills as noted on scholarship reports.

#### D. Timeline for implementation and completion including start and end dates

1. This initiative will be an ongoing process during the entire school year. Targets will be checked each marking period to identify progress towards our goal.
2. The professional development provided to staff began during the summer of 2013 and continues regularly all year. Our AUSSIE consultants and Network support team visit the school on a pre-arranged schedule to provide continued support.
3. Team meetings are arranged to take place during common planning time as assigned to each grade team
4. This initiative will begin at the start of the academic year and continue until the conclusion of the school year.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Students will be programmed into tutoring classes and assigned to attend Saturday school as they are moving towards credit accumulation.
2. Additionally, our CBO, the YWCA is offering credit classes to assist students in staying on track towards graduation.
3. We are also providing credit bearing courses through the Odyssey program with assigned staff.
4. ESL students are programmed for the appropriate ESL classes and supported through the use of tutoring and relevant available software.

**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).

All students requiring tutoring are mentored and advised of these services. Additionally, students are programmed for the tutoring classes and programs mailed to parents. Parents are also called at home to remind them of their child's tutoring schedule. Metrocards are provided for those students who need them in order to attend our Saturday Academy.

Parents are informed of all tutoring which available in all subject areas as well as on Saturday's.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #2**

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 2014, all teachers in the core academic areas will implement all units of the New Common Core Standards in Subject Content areas. Teacher teams will review student work and revise strategies in curriculum and lesson plans. In particular, we are also focusing on the Sciences and Social Studies, in particular, U.S. History.

**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 New Common Core Standards have been mandated and will be used as a basis for State Assessments. All schools are required to use the new Standards in all subjects. The teachers assigned to Content areas are expected implement the New Standards in all instructional activities and assessments.. Although we began using the new Standards last year in two Units of Instruction, this year, we are using the Standards of Literacy in all Units of study. We noted that students needed additional improvement in literacy in the sciences and social studies as noted on Regents exam passing rates.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Our strategies this year will be to further enhance our professional development for our identified group of teachers. In particular, new teachers will receive extended support through inter-visitations and teachers in the second and third year will receive support through academy teams.
2. Observations of teachers to assist and mentor in the implementation of the Standards.
3. Inter-visitations by teachers to deepen their understanding of the Standards
4. Visits by identified teachers to Network schools to observe the Standards implementation in those schools.

**B. Key personnel and other resources used to implement each strategy/activity**

1. AUSSIE consultants and Network staff
2. School administrators
3. Content teachers in ELA and mathematics
4. ELA and Mathematics teachers will visit Network schools for inter-visitations and feedback through collegial meetings.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Logs of AUSSIE class visits and group meeting agendas which indicate that teachers are using the Standards and are evidenced in Units of Study after each contact visit.
2. Observation logs for full period and short classroom observations with artifacts that validate the use of the Standards posted in teacher files and signed by the teachers.
3. Review of lesson plans to insure that the Standards are incorporated in lessons and student feedback. Lesson plans are reviewed during pre-observations and at post-observations meetings
4. Teachers will demonstrate progress through the collection of artifacts of student work indicating progress in mastering the Standards.

**D. Timeline for implementation and completion including start and end dates**

1. Logs are collected and maintained by administration after each visit.
2. Pedagogical reviews of lessons are an ongoing process by administrators.
3. Observations are conducted as noted on teacher selections of observation options for the year.
4. Teachers will visit Network schools on a monthly basis as scheduled by cooperating schools and Network staff

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers are programmed in Academies to facilitate common planning time. Professional Development will also be provided during common Planning periods. Freshman, sophomore and junior class teachers meet during their respective Common Periods.
2. Observations are scheduled to visit teachers during various portions of class periods to monitor and assist teachers in developing opening, medial and summative closure of lessons as they incorporate the Standards.
3. Teachers are scheduled to facilitate inter-visitations during free periods to subject classes to deepen understanding of the Standards and facilitate subject team meetings.
4. Teachers meet in subject teams to review curriculum, Standards and student needs. Teams are supported by administrators during their meetings.

**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).

Parents are involved in our school through Phone messenger outreach, teacher calls, report cards, SLT and PTA meetings. Parents have been advised of our implementation of the New Common Core Standards and are aware of the rigorous instruction that must be implemented to insure student success in college and career. All parents are notified of key events at school and their child's progress. Parents are also advised of the rigors in State assessments and the need for intensive instruction.

We also post student marking period grades on the Pupilpath website as well as mailing report cards and transcripts.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #3**

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 2014, 100 % of all teachers will share a common understanding about the Danielson Framework and will receive written feedback within one week of being visited that is specific to their professional growth.

**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 mandates are that teachers incorporate the Danielson Framework in all classes. To that end, we have noted that teachers require additional support in implementing the questioning and discussion strategies that are highlighted in the Danielson Framework. Feedback to improve instruction is most important and will be provided as soon as possible after class visits in order to support teacher growth.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Ongoing professional development by AUSSIE consultants and network assigned staff following classroom visits to monitor teacher effectiveness in developing discussion strategies..
2. Mentoring of teachers by colleagues and administrators in the appropriate use of discussion to elicit student responses which validate comprehension of subject matter.
3. Visits to Network schools for inter-visitations and discussions with cooperating teachers and their use of questioning strategies to develop critical thinking skills..

**B. Key personnel and other resources used to implement each strategy/activity**

1. Staff involved in this initiative are subject teachers and administrators.
2. Network personal support our initiative through professional development to build strategies for the Danielson Framework .
3. Partner schools assist in paring teachers with counterparts at identified schools.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Visits and observations to classes by administrators will evidence that teachers are using rigorous tasks and assignments to develop student critical thinking with checks for understanding at least three times during each lesson.
2. Monitor teacher use of identified strategies to insure greater student comprehension of content materials.
3. Logs of teacher visits to participating schools to insure and turn-key activities to our staff

**D. Timeline for implementation and completion including start and end dates**

1. Progress towards this goal began during the summer with three days of professional development for our staff.
2. We continue to monitor class work, students work and teacher implementation through review of lesson plans on a regular basis during pre-observation and post-observation conferences.
3. We also utilize the support services of our Network through the work of Maryann Cuchiarra as we develop complex text reading and writing in our ESL classes and those strategies are then turn keyed to content classes by our assigned ESL and content teachers. These strategies help to engage students in critical thinking activities. The results of this initiative is evidenced at each marking period as we review student course passing and credit accumulation each semester..

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers are programmed by grade level teams. This programming insures that teachers are available to meet during their Circular 6 assignment to co-plan their course of study to insure the use of the Danielson Framework in classes.
2. We also insure that teachers are scheduled appropriately to facilitate in free periods to conduct inter-visitations.
3. We also endeavor to have at our disposal funding to provide substitute teachers in classes when staff members attend various professional development session throughout the city.

***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 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.
- We schedule meetings with parents during PTA conferences to advise them of the progress we have had in developing teacher skills through professional development.
- We also share with our parents our Quality Review results which have indicated that our staff is well prepared to implement and deliver the competencies of the Danielson Framework.
- Parent coordinator development of a email database for parents.
- Skedula database for parental log-in to monitor their child's progress and grades.
- Monthly SLT meetings
- Monthly PTA meetings, some scheduled on Saturday's to enable working parents ot attend.
- Calendar of important events for each semester.
- Fall and Spring Parent-Teacher conferences.
- Parental invitations to meet with guidance staff and administrators as needed.
- College night for parents of junior and senior students.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### **Goal and Action Plan #4**

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 2014, 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 has not fully met our expectations. Some students did not sit for the exams due to the misperception that it was not a necessity, while other that did take the exam did not pass insufficient number. This included our ELL and SWD students as well. 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 percentages on the exams were below expectations as we did note a substantial number of students passing the courses in Chemistry and Physics. However, our Earth Science enrolled students did not fare as well.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 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 Professional Development Regents completion.
2. We will insure that teachers utilize baseline, formative and summative assessments to monitor student progress and growth.
3. We will assist teachers in providing Differentiated Instruction as needed to insure student comprehension of the course content
4. 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.
5. The process has already started and professional development has been initiated through our AUSSIE consultants and our Network. We will continue the initiative and conduct regular assessments to monitor student progress and modify activities as necessary.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Professional Development will be provided by our consultants and Network staff.
2. We will continue to monitor students' assessments in classes through ongoing meetings with subject and grade teams.
3. We will provide support in developing differentiated instructional strategies by our consultants and as well as modeling by administrators and veteran teachers.
4. The Danielson Framework will be used as the model for professional development and observation rubrics
5. This initiative has been an ongoing strategy since the last school year and will continue this school year.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Records of consultant meetings and discussions and implementation in classes will be maintained as each consultant meets with our staff..
2. Review of complexity of assessments and teacher use of Regents level State assessments to monitor student learning.
3. Agendas of meetings with staff members and teams collected after each meeting.
4. Review of student progress at each marking period to monitor success in credit accumulation.
5. Review classroom assessments to insure that they meet the rigorous standards required through the New Common Core Standards

##### **D. Timeline for implementation and completion including start and end dates**

1. These initiatives are an ongoing process which will continue at each marking period the whole school year.

2. The culminating assessments at the end of the year will serve as the validation that we have been successful in our efforts. These results will be compared to ongoing midterm and final exams.
3. Meeting schedules and agendas will be kept as each meeting concludes. Meetings are scheduled on a weekly basis.
4. Review of lesson structures during all observations to insure that the Danielson framework is implemented.
5. Assessments are reviewed on an ongoing basis, in particular, midterm and final exams.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers are scheduled to have common planning times in the sciences on a weekly basis.
2. Review of student progress and credit accumulation to indentify the appropriate Physical Science course enrollments.
3. Design and implement review classes to assist those students requiring additional support.
4. Implement after-school and Saturday school tutoring sessions to further enhance the Danielson Framework
5. Review of assessments by administrators and teacher teams to insure adherence to the Common Core.

**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 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:
- o Use of a Phone Messenger system to contact parents regarding any important events occurring at school.
  - o Skedula database for parental log-in to monitor their child's progress and grades.
  - o Outreach tp parents informing them of the requirements of Science course and exam credit required to graduate
  - o Meetings between Assistant Principals, guidance staff and parents informing them of the requirements for successful science course completion
  - o Monthly PTA meetings, some scheduled on Saturday's to enable working parents ot attend.
  - o Outreach to all parents during the completion of the School Environmental Survey.
  - o Fall and Spring Parent-Teacher conferences.
  - o Parental invitations to meet with guidance staff and administrators as needed.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 2011-2012 and 2012-2013 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 51%, this was an increase of 5.0 % from the previous year. We expect to increase that response rate as noted in our goal. Additionally, we endeavor to increase our parental involvement through greater attendance at Parent/Teacher conferences, we anticipate exceeding that as noted in our goal. Our target popualtin will be the parents of our English Language Learner (ELL) students

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. We will continue to provide written materials in translated languages as available through the Translation Unit
2. 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 through discussions through letters home and telephone conferencing.
3. We will also initiate additional PTA meetings on Saturday's in order to provide greater access for working parents as well as maintaining a data base of parental contacts.
4. 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 will include review of transcripts and updated progress towards graduation analysis.

**2. Key personnel and other resources used to implement each strategy/activity**

1. To implement the noted strategies we will use all the resources in our school including staff members, parent coordinator, guidance staff, attendance staff and attendance teacher as well as administrators and the translation unit.
2. Funding set aside for the phone messenger system as well as technology to send emails as a school wide message.
3. Staff assigned to meet with parents during PTA meetings and at Saturday school to insure that parents are informed of their child's progress..
4. Teachers to maintain parental contacts and the use of the Pupilpath system to inform parents of student progress and school events. This will also include meetings with guidance counselors to help parents identify student needs and progress.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Our targets are updated logs of parental outreach documenting ongoing discussions with parents and relevant mailings.
2. Logs of phone messenger responses and parent participation in PTA meetings. I logs maintained when conferencing with parents.
3. Attendance improvement at Parent/Teacher conferences during fall and spring sessions.
4. Improvements in student attendance and increases in course passing rates as well as success on State assessments as a result of ongoing parental engagement.

**4. Timeline for implementation and completion including start and end dates**

1. This goal is an ongoing process as the school, year progresses with administrative review on a bi-weekly basis.
2. Teachers will regularly contact parents as documented in their logs. Contacts will be made when students are at risk of not completing their course work.
3. Phone messenger logs will indicate ongoing outreach.
4. Sign-in logs of parental visits to administrative offices, teacher conferences and the guidance staff.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers have designated professional periods to accommodate the need for calls to homes.
2. Teachers have computers and internet available to insure Skedula availability to post grades and comments for parents to review in Pupilpath.
3. Funding to support attendance teacher guidance and home visits.
4. PTA and SLT support through meetings and special events.

**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 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:

- o Use of a Phone Messenger system to contact parents regarding any important events occurring at school.
- o 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.
- o Skedula database training for parental log-in to monitor their child's progress, grades and attendance.
- o Monthly school newsletter with a calendar of important events for each month.
- o 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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											



### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	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.
<b>Mathematics</b>	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.
<b>Science</b>	Assistance ins provided by subject teachers during class when developing collaborative groups and in modifications of assignments.  Assistance is also provided in completing laboratory assignments to qualify for the Regents exams.	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.
<b>Social Studies</b>	Students are provided with remediation in writing skills as they prepare for the Regents exams in this subject. Teachers provide guidance in developing cogent writing strategies and are modified based on ELL and IEP Mandates.	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	Additional help is provided during lunch periods after-school and Saturday school tutoring.

		subject team meetings.	
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>Guidance counseling by identified Counselors. School Psychologist Social Worker. Additionally, students receive required services</p>	<p>Counseling provided during the school day in groups, one-to-one as mandated on IEP's.</p> <p>Psychologist provides Initial and Triennials as required.</p> <p>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.</p> <p>As necessary, students may be provided additional counseling and support at any time during the day as warranted by unexpected events.</p>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We recruit teachers through the DOE recruitment fairs.</p> <p>Prospective candidates are asked to present a classroom lesson to school administrators to demonstrate competency in lesson and content delivery.</p> <p>Hired teachers are provided with regular teaching schedules and assignments.</p> <p>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.</p> <p>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.</p> <p>Teachers are assigned to an Academy based on subject and grade level. Academies and teams meet to review student progress and course content implementation.</p> <p>New teachers are provided assistance in lesson planning, classroom management, clerical responsibilities by school administrators, mentors, and subject leaders.</p> <p>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.</p> <p>New teachers are assisted in implementing inter-visitations to various classes in the school and to community schools.</p> <p>We also participate in the New Teacher Center ( NTC) program, supporting second and third year as well as new teachers in developing their instructional skills.</p> <p>Funding is designated for these teachers who wish to enroll in advanced college courses to further develop their professional skills.</p>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional Development is provided during the school year to assist in implementing the New common Core Standards. The assistance is provided during faculty conferences, Chancellor's Professional Development Days, by AUSSIE consultants and network specialists.</p>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We set aside funding for student in temporary housing to support them in enhanced assistance during classes, at after-school tutoring and during Saturday academy tutoring. Violence prevention is a critical component of our programs. To that end, we provide presentations by community organizations in grade assemblies. We also provide services through our peer-mediation sessions and thorough our CBO, the YWCA to insure that all students are aware fo the dangers and repercussions of violence in school and through bullying. We insure that appropriate housing status is entered for students in the ATS system and monitor living conditions of all students. When necessary, we also direct students to various neighborhood organizations which are identified as supporting those in need of housing. This strategy was most evident last year when many of our students were effected by the Hurricane.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children** *(Elementary Schools Only)*

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers meet in grade and subject teams to identify the appropriate assessment tools that are needed to monitor student progress. These assessments are both baseline, formative and summative in nature. Administrators review the proposed exams along with our AUSSIE consultants to validate the efficacy of those exams prior to use. Results are reviewed to monitor progress and identify targets for differentiation as needed to insure that all students are well supported, including ELL's and SWD students.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**THE NEW YORK CITY DEPARTMENT OF EDUCATION**

**Dennis M. Walcott, Chancellor**

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Edward A. Wilensky- Principal

Abraham Furleiter – Assistant Principal

Michael Calise-Assistant Principal

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**RACHEL CARSON HIGH SCHOOL OF COASTAL STUDIES**

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**SCHOOL PARENTAL INVOLVEMENT POLICY**

**PART I GENERAL EXPECTATIONS**

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

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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

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

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

1. The **Rachel Carson High School for Coastal Studies** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

Set-up a Title I school parental involvement committee to develop our plan in a joint manner based upon our district’s parental involvement plan.

2. The **Rachel Carson High School for Coastal Studies** will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

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

3. The **Rachel Carson High School for Coastal Studies** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: English As a Second Language (ESL) by:

Providing parents with informational memos and school reports in parental native languages upon request. Oral services are also provided as necessary.

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

## THE NEW YORK CITY DEPARTMENT OF EDUCATION

**Dennis M. Walcott, Chancellor**

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Edward A. Wilensky- Principal

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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 **9/20/2013** 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, 2014.

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*(Signature of Principal)*

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December 15, 2013

*(Date)*

## SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### I. School Responsibilities

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening or Saturday, and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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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 2013-2014.

#### PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

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

## STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *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 tutoring opprutunities and ESL Programs operating with the school, the district and the contact information;
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Edward Wilensky, Principal		
Parent(s)-Print Name(s)		
Mary Jane Joy, PTA President		
PTA Vice-President		
Student (if applicable)- Monifah Lewis		

(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.)

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**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>344</b>
School Name <b>Rachel Carson High School for Coastal St</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Edward Wilensky</b>	Assistant Principal <b>Abraham Furleiter</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Emanuela Preda</b>	Guidance Counselor <b>Beverly Malek</b>
Teacher/Subject Area <b>Mary Evans</b>	Parent <b>Mary Jayne Joy</b>
Teacher/Subject Area	Parent Coordinator <b>Dedra Johnson</b>
Related Service Provider <b>Adam Gold</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Ada Cordova</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>528</b>	Total number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>11.36%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										6	6	3	3	18
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	6	3	3	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	12
SIFE	1	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	17

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	25	0	2	18	1	3	17	0	7	60
Total	25	0	2	18	1	3	17	0	7	60

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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										5	3	2	4	14
Chinese										1	4	0	2	7
Russian										2	3	0	3	8
Bengali										0	0	0	1	1
Urdu										4	4	2	2	12
Arabic										1	1	0	0	2
Haitian										0	1	0	0	1
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	1	0	0	1
Albanian										0	0	0	0	0
Other										4	4	3	3	14
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	17	21	7	15	60

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										1	0	0	0	1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										11	1	3	3	18
Advanced (A)										7	6	7	1	21
Total	0	0	0	0	0	0	0	0	0	19	7	10	4	40

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
	I										15	6	1	2
	A										3	0	2	1
	P										3	2	0	2
READING/ WRITING	B										1	0	0	0
	I										16	6	3	3
	A										0	0	0	0
	P										3	2	0	2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11	0	2	0
Integrated Algebra	21	0	13	0
Geometry	4	0	2	0
Algebra 2/Trigonometry	2	0	0	0
Math				
Biology				
Chemistry	3	0	0	0
Earth Science	6	0	0	0
Living Environment	16	12	5	7
Physics				
Global History and Geography	13	0	2	0
US History and Government	12	0	5	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
At this time, the following are our data patterns for ELL proficiency across all grades: beginners 7, intermediate 26, advanced 27  
We have found that our advanced group is the largest . This represents measurable progress for our intermediate students from last year. Five students were tested using the LAB-R at our school to date. All other students were tested last year at our school or at their middle schools.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Instruction will be planned according to each students achievement in each modality on the NYSESLAT and teacher designed assessments.  
Our L2RPT data indicates that of our graduates who are ELL's, 25.0 % scored 0-54, 12.5% scored 55-64, 50.0% scored 65-84 and 25.5% scored above 75 on the ELA Regents, at total of 8 students. These findings indicate that we must do the following: Each student will receive support and instruction in their areas of weakness that the assessments reveal. Our Beginner students will receive extended support with push-in models for literacy in two content classes. Our intermediate and advance students comprise our largest group and they will receive additional support in ESL classes to complete content course requirements.
4. For each program, answer the following:
  - a. 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?
    - A. ELL students were afforded the opportunity to take New York 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 that would be expected due to the use of native language. Many of our ELL students chose assessments in English and in most cases they did not pass those assessments. Students had some success on the Algebra and US History exams in English with about half of the students passing. The exception is the Living Environment Regent's, in which a slightly higher percentage of students passed in native languages. We reviewed the patterns across grades for our state assessments. Many ELL students preferred to take the assessments in English while using native language exams as support. These students also 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 time to develop. Students are encouraged to write in their native languages to help in developing their native language academic skills. Translating those skills writings to English helps develops their English 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
NOT APPLICABLE
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instructional decisions are based on the needs of the students. Those at the lowest proficiency level will be provided with extensive remediation to ensure that they progress in proficiency levels. All teachers are notified of all ELL students' proficiency levels to ensure 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. We noted that our largest cohort is the advanced students, of whom we have 27.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

NOT APPLICABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

- Credit accumulation during each semester
- Report card grades during each marking period
- Improvements on periodic assessments
- NYSESLAT progress in proficiency levels
- Regent's exam results and passing rates
- Graduation rates of our ELL students

These results allow us to modify our instructional programs and mentoring procedures to ensure ongoing student success. We do not use native language in ESL courses other than 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 Regent's examinations: ELA 18%, Algebra 62%, Geometry 50%, Chemistry 0%, Earth Science 0%, Living Environment 43%, Global History 15%, US History 42%

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Students who are newcomers to the school and have not attended New York City 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, assist in administering the LAB-R. Mr. Furleiter, the assistant principal, also reviews the Home Language Surveys which are provided in all available languages. Translation services are provided principally by in-house staff and, when necessary, the DOE translation and interpretation unit and outside vendors. Based on the responses, if a language other than English is dominant in the home, the LAB-R is given and reviewed. Students are then placed in the appropriate ESL setting and the exams are sent 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. 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 enrollment. 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 students who are entitled to the NYSESLAT exam using the ATS report. This report identifies each student entitled to be tested and their NYSESLAT and LAB-R exam history. Ms. Horvath, Ms. Preda and Mr. Furleiter review this report as they prepare the number of exams. The speaking portion of the exam is administered individually to each student by Ms. Preda and Ms. Horvath in a dedicated room. The listening, reading and writing portions of the exam are administered to students in a designated classroom.
- 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.  
Parents of identified ELL students are invited for a parent orientation meeting at the school. Invitations are sent in native languages and translation services are offered during the meetings. At the SSL parent orientation meetings our ESL teachers

provide parents with translated information about the three options (Dual Language, Bilingual and Freestanding) available in NYC public schools. Video presentations are provided in native languages as necessary. We only offer the self-contained ESL model. At the high school level, in addition to parental requests for a bilingual program, there must be 20 or more students with the same home language AND at the same grade level in order to open the program.

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 indicated they are in that language group to 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Parent Surveys are distributed during the ESL orientation for parents at the beginning of school year or upon new ESL student enrollment. 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. 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.  
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 and interpreters are provided when requested. Parents are advised of the three instructional models and those which are available at our school. Should a parent request a model not implemented here, parents will be assisted in finding an appropriate school which offers the option of their choice in the language they speak. At this time, we do not have sufficient numbers of students who speak the same language to offer another model. For parents who are adamant about having their son or daughter in a bilingual program, and if the school does not have sufficient numbers at the time to open a program, send the request to [ELL\\_Program\\_Transfers@schools.nyc.gov](mailto:ELL_Program_Transfers@schools.nyc.gov).
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
This school year, we have had seven new admissions to our ESL program thus far. The parents were informed about their child's language level and attended the orientation meeting. These parents requested the ESL self-contained setting. Parents are always notified of their option to send their child to a different school with different program options. Currently, all parents are satisfied with the instruction their children receive and we have had no requests to other programs. Many of them also prefer to have their students in a small school setting. We review the RLAT to identify all students that must sit for the NYSESLAT exam. The ESL teachers, Ms. Horvath and Ms. Preda insure that all students are reminded to take the exam. The NYSESLAT exam is given as scheduled, with students receiving both the Listening and Speaking and Reading and Writing. Attendance is maintained and absentee students are asked to take the exam when returning to school so long as it is within the permissible time limits.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
In our school we do not have twenty ELL's who speak the same language and all parents have opted for a self-contained model. We do not anticipate a sufficient number of new ESL students in any specific language group at this time to form either of the other two options. We have two licensed teachers to ensure that the students receive appropriate ESL instruction.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])? Students are enrolled in ESL classes based on their levels. Beginners attend three classes per day, for a total of 720 minutes per week. Intermediate level students receive 480 minutes per week and Advanced students receive 240 minutes of ESL instruction per week. Students remain in the class as a cohort in the ESL classes only.
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)?

We have on staff two licensed ESL teachers. The ESL classes are assigned to these teachers. At this time, one teacher provides instruction to the Beginner level students and the other teacher provides instruction to the Intermediate and Advanced students. Advanced level students are scheduled for 220 minutes of ESL services and 220 minutes of ELA classwork on a weekly basis.
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 foster language development and meet the demands of the Common Core Learning Standards.

Content classes are taught by the designated licensed teachers. Students are supported by the sharing of critical information between the content area teachers and the respective ESL teachers. The ESL teachers then provide translations and reading support to assist the students in mastering the content materials. Instruction in content classes is differentiated to meet the needs of the various levels of ELL student proficiency.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not evaluate our ELL students in native language as we do not offer a bilingual program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELL students are evaluated in their reading, writing, listening and speaking skills throughout the year. Our ESL teachers provide formative assessments as well as the use of the Periodic Assessments tests to monitor student progress. These assessments help in guiding instruction for all of our ELL students.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
  - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Identified SIFE students are provided tutoring in subject classes to assist in developing proficiency. The SIFE students are scheduled for required classes as well as review and assessment preparation and review sessions before school, after school and during the day.

Newcomers are provided support to insure that they attain language proficiency as quickly as can be developed. Students continually receive support from all staff members and our ESL teachers.

Long term ELL's receive additional support in classes and tutoring during school days, after school and during Saturday school.

Former ELL's continue to receive support in classes as well as accommodations on assessments as mandated by the appropriate regulations.

- 7. 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?

ELL students with disabilities are provided support by our ESL teachers as well as our ICT collaborating teachers. This target group of students is offered additional tutoring in content and ELA classes. Students are allowed testing accommodations on all assessments. Materials to support this unique cohort of students is reviewed that it is academically rigorous, yet meet the needs of students with diminished academic skills. Our SWD students are offered the State Regents exams and we provide tutoring to insure their success.

- 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL students with disabilities are scheduled for either ICT or SETSS or related services as per the IEP. We insure that students receive the appropriate setting with the support of our Special Education teachers. The students in SETSS receive additional support by their assigned teacher. All teachers of ELL's with disabilities are aware of their levels and support their growth. Our ESL teachers are equally involved in supporting our SWD students. They provide additional remediation and tutoring as necessary as well as testing accommodations as noted on the IEP's.

**Courses Taught in Languages Other than English ⓘ**

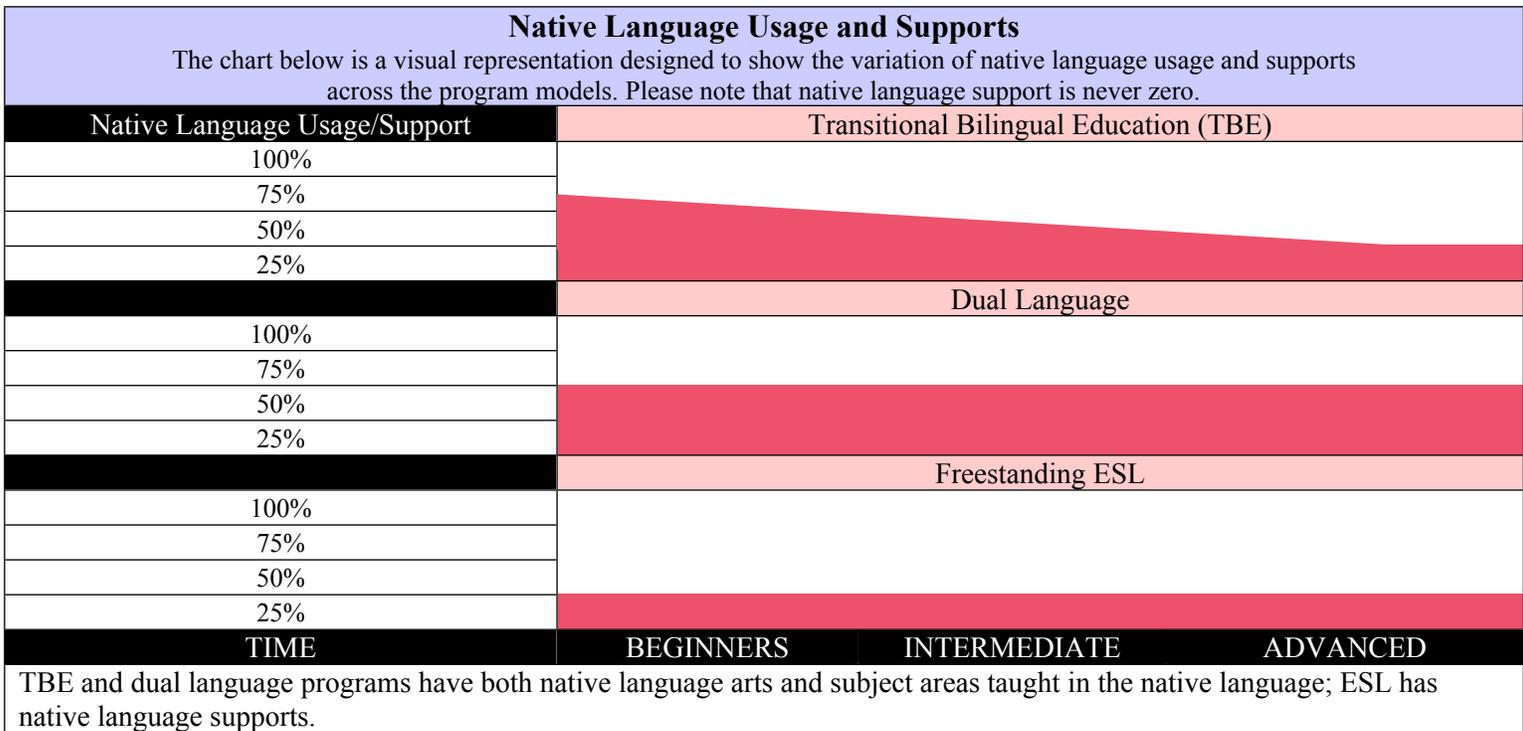
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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		
Social Studies:	0		
Math:	0		
Science:	0		

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

9. 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.
- ELL students are supported in their content classes by respective teachers. Assessment results are reviewed to identify areas in need of remediation. All teachers review a list of our ELL students and their unique levels of proficiency.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effective in that last year, we had all but one student move up in levels on the NYSESLAT. This was due to the ongoing support of the entire staff. This year, we are continuing the same strategies. Student assessment results are reviewed to insure that adequate progress is being made by everyone. Student passing grades in content class for the first marking period were an overall 74.03 %. We will endeavor to continue with additional supports to insure that the target ESL student improve in all subject areas.
11. What new programs or improvements will be considered for the upcoming school year?
- To assist our ELL students, we are implementing a push-in model for one period a day. Our ESL teacher pushes into a science class to assist ELL students in that class. Additionally, we have developed a team of teachers who are focusing on our beginner students. This team is assisting students in two subject areas, science and social studies. We are implementing an action research model that supports our ELL students in these content classes through teacher professional development and a team approach with the whole team and an administrator.
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any services. We are enhancing existing services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All ELL's in our school have equal opportunity for all programs. Our ELL's attend tutoring and other after-school programs as they wish. We are an inclusive school supporting everyone. We have after-school tutoring, Saturday school and courses offered by our CBO, the YWCA. Our ELL students are encouraged to join various clubs and sports which are offered at our school and at our cooperating school. ELL students are also invited to participate in our talent show as well.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ELL students have access to computers and laptops in classes and in the library. We use glossaries and Achieve 3000 to support our students. Our students also use the Google website to assist in translations. Our ELL students are allowed to use electronic translators where appropriate in classes as well.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We only use native language as an aide through peer groups in subject and ESL classes. When feasible, we ask students with language skills to assist fellow students who speak the same language
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. All services that are used have been identified as suitable for high school students. Reading materials are provided based on student levels and cognitive ability. All resources have been reviewed by our ESL teachers to insure that they are supportive and forward looking.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- At the beginning of the school year, we provide two days of freshman orientation. All students, including ELL's meet with their teachers on one day for review of course requirements. The following day, the students go on a trip to the New York Aquarium to conduct dissections and participate in a guided "behind the scenes" tour. New ELL's arriving during the school year are introduced to their classmates and we try to find students from similar native countries to serve as buddies as the students are acclimated to our school.
18. What language electives are offered to ELLs?
18. We currently offer a three year sequence of Spanish as the foreign language course of study for all students, including ELL's.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
19. Not Applicable

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

We provide professional development for our ESL teachers throughout the year. Ms. Horvath has attended P.D. sessions to improve her engagement skills. Ms. Preda is participating in an Action Research project to assist in developing student literacy in ELA and content classes. Ms. Preda shares this information with Ms. Horvath as they develop strategies for our ELL's. We also support our ELL teachers with professional development from our AUSSIE consultants. This strategy helps our ELL teachers incorporate the New Common Core Standards in classes as students prepare for the NYSESLAT.

To support incoming students, we review their data from previous years on the ELA and math exams as well as the NYSESLAT and LAB-R. We share this information with all teachers in order to more fully support our ELL population.

Our ESL teachers meet with staff to apprise them of the needs to support ELL students. We also provide training in the form of professional development from our AUSSIE consultants.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

We provide all relevant notices in all languages available through the translation unit. We also conduct PTA meetings and encourage parents of ELL's to attend. We will be instituting our ELL parent Saturday tutoring sessions. Parents of ELL's have been invited to participate in a college night with college representatives.

We have a partnership with the YWCA and support all students, including ELL's with after-school courses, clubs, trips to cultural events and colleges. We also partner with Kingsborough Community college to foster College Now courses to ELL students as well as all students. These services help our ELL students succeed in classes and earn credits towards graduation.

We meet with parents during their initial visits to our school to identify any unique needs they may have. We also meet with parents during Parent/Teacher conferences and when parents visit the school. At these meetings we always inquire as to the needs of the parents and provide guidance to insure that they receive the appropriate services.

We provide support to parents to insure that they are aware of their child's needs and supports system which is available in school. Any parents that voices a concern is assisted and guided to insure that all needs are met.

## E. 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 response to question 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)
Edward Wilensky	Principal		1/1/01
Abraham Furleiter	Assistant Principal		1/1/01
Dedra Johnson	Parent Coordinator		1/1/01
Emmanuela Preda	ESL Teacher		1/1/01
Mary Jane Joy	Parent		1/1/01
Mary Evans	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Beverly Malek	Guidance Counselor		1/1/01
Ada Cordova	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster:** 2      **Network:** CFN 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**

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

In order to provide accessible information to all parents across different languages we have instituted the following protocols:

- A. A database is created of all home languages spoken by our students.
- B. We translate all important letters to parents through the translation unit prior to sending them home.
- C. All parents that visit the school and require translation services are assisted either through our in house staff teachers who speak the same language or through the interpretation unit.
- D. Signs are posted in all available languages at our entrance and main office to advise parents of the availability of the translation services.

2. 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 other schools in our campus which has aided us in supporting all parents. We have found that our ongoing outreach to parents has indicated that parents feel supported by our services. We continue to notify students, teachers and parents of the readily available translation services in order to ensure 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 message system, which makes calls in several languages.

## Part B: Strategies and Activities

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

We provide written translations of letters sent to parents indicating key events at the school. Documents requiring translation are submitted in ample time to be available when needed for mailings or distribution. We also provide interpretation services when requested by contacting the interpretation unit and a private DOE approved vendor. We have also set aside funding to support translation needs that may occur throughout the school year. We also assist parents by translating documents when possible. We ask staff members and parents who attend our SLT and PTA meetings to indicate which languages they are capable of translating. These volunteers are 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/interpretation 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.

After reviewing our translation needs, we have found that we have been to provide translations as needed without any difficulty. We have also had the benefit of translators from other schools at our campus. 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.

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

When necessary, we will contact the interpretation unit or our DOE approved vendor and ask that they conference a call to a parent using the

preferred parental language.

## 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.

I

## 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		