



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

## **2008-09 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 21/ BROOKLYN/ 21K344 RACHEL CARSON HIGH SCHOOL**  
**ADDRESS: 521 WEST AVE. BROOKLYN, NY. 11224**  
**TELEPHONE: (718) 265-0329**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 21K344      **SCHOOL NAME:** Rachel Carson High School

**DISTRICT:** 21      **SSO NAME/NETWORK #:** ICI/10

**SCHOOL ADDRESS:** 521 WEST AVENUE, BROOKLYN, NEW YORK 11224

**SCHOOL TELEPHONE:** (718)265-0329      **FAX:** (718)372-2514

**SCHOOL CONTACT PERSON:** EDWARD A. WILENSKY      **EMAIL ADDRESS:** [EWILENS@SCHOOLS.NYC.GOV](mailto:EWILENS@SCHOOLS.NYC.GOV)

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
	<u>Rita Velic</u>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON</b>	<u>Harold Webb</u>
<b>PRINCIPAL</b>	<u>Edward Wilensky</u>
<b>UFT CHAPTER LEADER</b>	<u>Harold Webb</u>
<b>PARENTS' ASSOCIATION PRESIDENT</b>	<u>Rita Velic</u>
<b>STUDENT REPRESENTATIVE</b> <i>(Required for high schools)</i>	<u>Daniel Gomez</u> <u>Miguel Hernandez</u>
<b>COMMUNITY SCHOOL DISTRICT SUPERINTENDENT</b>	<u>ISABEL DIMOLA</u>

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Mr. Edward Wilensky	*Principal or Designee	
Mr. Harold Webb	*UFT Chapter Chairperson or Designee	
Ms. Rita Velic	*PA/PTA President or Designated Co-President	
Ms. Lillie Cooper Carter	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mr. Jawanza Fraser	DC 37 Representative, if applicable	
Mr. Daniel Gomez	Student Representative, if applicable	
Mr. Abraham Furleiter	Assistant Principal	
Ms. Madlyn Moskowitz	Teacher	
Mr. Stephen McNally	Teacher	
Dr. Merryl Kafka	CBO	
Pastor Connie Hulla	CBO	
Ms. Lisa Gorman	Parent	
Ms. Margaret Gomez	Parent	
Ms. Gloria Perez	Parent	
Ms. Neyda Hernandez	Parent	
Mr. Miguel Hernandez	Student	

\* Core (mandatory) SLT members.

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

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

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

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Rachel Carson High School for Coastal Studies opened in September, 2005 as a high school dedicated to integrating the marine environment into our academic studies and our curriculum. Rachel Carson High School for Coastal Studies is a small school with a population of 450 students-grades 9-12, 1 principal, 2 assistant principals, 3 guidance counselors, 24 faculty members, 1 secretary, 5 aides, 1 para-professional, and 1 parent coordinator. Our theme of coastal studies, marine science and environmental studies forms the basis of our school and transcends our courses on a daily basis. Our mission statement states; "The mission of Rachel Carson High School for Coastal Studies is to promote academic rigor and excellence through a strong standards-based curriculum with a concentration in marine biology and environmental sciences. Our partnership with the New York Aquarium, the Brooklyn Center for the Urban Environment and other institutions offer students opportunities for learning and developing experiences for educational excellence." Our vision and now reality is to bridge the marine coastal environment with our high-level academic studies. Our school's vision reads as follows;

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

Our school is collaborative in nature. We rely on teams such as our parents association, our school leadership team, our student government and our community partners to work together to set and meet school goals. These teams play a vital role in all aspects of shared decision making at our school. We communicate jointly amongst the teams. As a matter of fact we have our regular SLT and PTA meetings on the same day. Our staff and our teachers always have direct input into decisions made by the school. Our Inquiry Team is focusing on students in the lowest third of our population. The Inquiry Team as well as the other teams listed above focus and review data, student attendance, and the effectiveness of intervention and ultimately build structures to support the growth of these students and all students in our school. Our collaboration with the New York Aquarium and our proximity to various shorelines and the marine environment allow us to offer a hands-on experience, have a living laboratory at our fingertips for our students, and offer in-situ outdoor ecological experiences for our students. We offer a Marine Science Course elective for our students which focuses on our local marine environment. In addition to our collaboration with the New York Aquarium we also have successful collaborations with the Brooklyn Center for the Urban Environment (BCUE) at Prospect Park, and with Kingsborough Community College. Our students serve as interns at the New York Aquarium. They are taking College Now Courses at Kingsborough Community College for college credit. Our partnership with Kingsborough has expanded beyond College Now. We offer research classes in the Social Sciences where students can work on individual projects under the guidance of a college professor. We have been selected as the only school in the city to be involved in a DNA project with Kingsborough Community College and Cold Springs Harbor Laboratories. Our school is also involved in a career and technical program also with Kingsborough. Our schools' partnerships have evolved and expanded over the past three years to include not only our main/original partner the New York Aquarium, but also the Brooklyn Center for the Urban Environment (BCUE) at Prospect Park and Kingsborough Community College.

The New York Aquarium, our original partner organization has played a large role in the development of our curriculum and the path of our school. We have been able to infuse a marine and coastal environmental theme throughout our school with the Aquarium's assistance. We offer a Marine Science Elective Course to our students. Students study specific areas pertaining to the Marine Environment and Coastal Studies. Our school is project based and the Aquarium has helped us to realize this vision with unique contributions of funding, mentorship opportunities, and various marine programs.

Our partnership with the Brooklyn Center for the Urban Environment has expanded over the past year. Our students study both in class and on field trips the environment of Brooklyn and their neighborhoods. They study the interaction of the neighborhood with the sea and our local rivers. They also study the effect of bridges on our local environment. We are able to supplement our curriculum in science and school-wide with hands-on activities which the center provides for our school. Our partnership with Kingsborough Community College began during the 2007-2008 school year. Our eleventh grade students are taking college level courses in our own building and at the college. Visiting professors from the college as well as our own staff teach the courses. In addition our students are involved in social

science research studies which may lead to Intel type projects in the future. The college has invited our school to be involved in a pilot program to study DNA, which we are currently piloting. They are currently offering positions for 20 students to be involved in this program. We are the only school in the city that has been offered this pilot program. The program will take place at our school, with laboratory exercises conducted at the college and a trip to the Cold Springs Harbor DNA Center for our students. Our school is the recipient of funding to setup a Career and Technical Education (CTE) program also supported and administered by the college. Our partners play a significant role in our school on a daily basis.

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

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

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

We believe we are successful because we are attracting students and their families who are staying with our school. Our first year which was marked by turbulence and change has been stabilized. Our school met and exceeded our student projections for the 2007-2008 school year and we have many students inquiring about our safe school environment. We have expanded our teaching staff this year from 16 teachers to 24 teachers and 90% of our teachers returned from the 2007-2008 school year indicating a very stable and professionally rewarding environment. We have numerous after school programs including tutorials, a Saturday Academy, and clubs such as our Dance Club, Step Club, Film and Video Club, a Marine Science Aquarium Club (Squad), and our Basketball Club. Our student government is vibrant and strong and many students are involved.

Our strength is our collaboration amongst all our constituencies and our partner organizations to help us to build structures that support this personalized small educational environment.

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

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

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

\*We participate in an annual retreat for our staff sponsored by the New Schools Initiative.

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

We feel our school has a bright future.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

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

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2005-06	2006-07	2007-08		
Pre-K	0	0	0		86.1	83.1			
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Mobility:</b>					
Grade 2	0	0	0	(% of Enrollment as of June 30)	2005-06	2006-07	2007-08		
Grade 3	0	0	0		95.2	91.6	92.3		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate:</b>					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005-06	2006-07	2007-08		
Grade 7	0	0	0		60.0	70.4	70.4		
Grade 8	0	0	0						
Grade 9	108	96	158	<b>Students in Temporary Housing:</b>					
Grade 10	0	87	94	(Total Number as of June 30)	2005-06	2006-07	2007-08		
Grade 11	0	0	68		0	1	1		
Grade 12	0	0	0						
Ungraded Elementary	0	0	0	<b>Recent Immigrants:</b>					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2005-06	2006-07	2007-08		
Total	108	183	320		2	3	27		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2005-06	2006-07	2007-08	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2005-06	2006-07	2007-08		
Number in Self-Contained Classes	1	0	0						
No. in Collaborative Team Teaching (CTT) Classes	11	0	9	Principal Suspensions	0	19	22		
Number all others	1	11	10	Superintendent Suspensions	2	5	5		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs: Total Number</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number) (As of October 31)	2005-06	2006-07	2007-08
(October 31)	2005-06	2006-07	2007-08	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	6	9	41	<b>Number of Staff:</b>			
# ELLs with IEPs	0	0	0	(As of October 31; includes all full and part-time staff)	2005-06	2006-07	2007-08
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	6	7	18
				Number of Administrators and Other Professionals	0	2	4
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2005-06	2006-07	2007-08	Number of Educational Paraprofessionals	0	TBD	1
	0	1	10				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2005-06	2006-07	2007-08
(% of Enrollment as of October 31)	2005-06	2006-07	2007-08	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.3	Percent more than two years teaching in this school	0.0	0.0	10.5
Black or African American	38.0	36.6	26.9	Percent more than five years teaching anywhere	16.7	14.3	21.1
Hispanic or Latino	29.6	29.5	28.8				
Asian or Native Hawaiian/Other Pacific Isl.	8.3	6.6	11.2	Percent Masters Degree or higher	83.0	43.0	53.0
White	24.1	27.3	32.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	84.1
<b>Male</b>	47.2	37.7	41.9				
<b>Female</b>	52.8	62.3	58.1				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/>	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:	IGS	
	Math:			Math:	IGS	
	Science:			Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>				√	√	
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American				<b>INS</b>	<b>INS</b>	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander						
White				<b>INS</b>	<b>INS</b>	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient				√	√	
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>				<b>4</b>	<b>4</b>	
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade		Overall Evaluation:	√
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit		Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### Needs Assessment 2008-09

Students at Rachel Carson High School were successful on their Regents exams during the previous year. Our greatest successes were in the Global, United States History, Languages Other Than English, ELA, Math A, and Living Environment Regents Exams.

The following data is reflective of student success:

- ✓ 90 % passing on required math regents exams for graduation
- ✓ Students were successful on ELA regents exams with an 88% proficiency
- ✓ Global Regents passing rates were at 82 %
- ✓ U.S. History passing rates were at 92 %
- ✓ We also provided 42 ESL students the opportunity to take native language Regents exams and they enjoyed a 93 % passing rate
- ✓ Our course passing rates in ELA for accountability were 83 %, meeting the Standard
- ✓ Our passing rate for all math courses was at 63 %, falling short of the target of 70 %.

To that end, we have implemented additional tutorials and remediation through extended course sequences to facilitate student success

Several students were not totally proficient on the Physics and Chemistry Regents exams.

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

- ✓ Very limited discipline and suspendable events.
- ✓ Students participated in numerous trips to the New York Aquarium, Brooklyn Center for the Urban Environment, New York City Bridges and museums.
- ✓ Our school received two library grants. These included a library shelf of readers and the Laura Bush Library grant.
- ✓ Guest speakers were regular visitors to our school; among them were Marine science experts, deep ocean explorers, and Polar explorers.
- ✓ Our *Quality Review* standing has improved to Proficient with some outstanding features.
- ✓ Our school environment survey met the standards; however, we need to increase parental response rates.
- ✓ Special Education students received all mandated services and our English Language learners showed improvement in Language acquisition skills.
- ✓ Our school has been identified as a “school in good standing” by NCLB/SED Accountability and the school’s Accountability and Overview Report.
- ✓ Our *Inquiry Team* was successful at assessing and providing modifications in instructional assistance to facilitate success of students at risk.
- ✓ Teachers participated in *Common Planning* sessions on a daily basis to improve differentiated instructional practices.
- ✓ Extensive Professional Development was provided by “AUSSIES”, and ICI staff to enhance teacher skills at addressing student needs.
- ✓ Inter-visitations of lead teacher classrooms were regularly conducted. Additionally, teachers also visited neighboring partner schools.

- ✓ We have developed a strong partnership with Kingsborough Community College. Students in several grades attended classes at our school and several are conducting research at the college. One class of sophomores applied for and participated in a DNA research course designed to develop a cohort of future credit bearing college classes.

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

- ✓ Tutoring provided during daily morning tutorials and after-school tutoring.
- ✓ Lunch period tutoring
- ✓ Saturday Academy tutoring.
- ✓ Credit recovery course during Saturday Academy sessions.
- ✓ At risk students were also assigned to summer school, credit recovery and Regents exam makeup.

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

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

- ✓ Collaboration with our partner organizations, New York Aquarium, Brooklyn Center for the Urban Environment, and Kingsborough Community College.
- ✓ Extended Professional Development by The “AUSSIE” team which focused on ELA, Math and Science strategies.
- ✓ A *Small School* environment.
- ✓ Small class sizes with reduced student/teacher ratios.
- ✓ Extended Guidance, Special Education, and ELL staff.
- ✓ Ongoing parental outreach by teachers and support staff.

- ✓ Proactive PTA and SLT
- ✓ Extensive professional development by contracted professional organizations.
- ✓ *New Teacher* mentoring provided to all new teachers by lead teachers in all subject areas.

A barrier to continued success is the attendance rates for some of our students. During the previous year, our average attendance rate was at approximately 83 %. To reverse this trend, we have implemented the following initiatives:

- ✓ An automated phone messenger system that is programmed daily to contact the homes of late and absentee parents
- ✓ Attendance calls are conducted over the course of the day as we monitor attendance in several class periods throughout the day. As a direct result of this initiative, our attendance rates have increased to an average of approximately 88 %

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal 1- To improve our 9<sup>th</sup> grade (freshman) students' passing rates in Integrated Algebra.**

To increase the 9<sup>th</sup> grade Algebra pass rate by 25% to a total passing rate of 75%. (Last June, our passing rate in 9<sup>th</sup> grade Algebra was 43%. Currently, we have 158 students enrolled in 9<sup>th</sup> grade Algebra. To achieve our goal, we will require a minimum of 118 students to pass the course.

We will develop a unified vision around differentiated instructional learning which will assist teachers in providing instruction to all subgroups in the school, thus improving success rates. We will develop and implement a model differentiated instructional classroom to assist our teaching staff.

### **Goal 2-To develop a longitudinal student tracking system to measure student progress from grade of entry to grade of exit.**

We will develop portfolios by grade and subject area. We will utilize a data base of student historic data and analyze this data and newly developed data to track student proficiency and progress.

All staff members will be trained in the analysis of ARIS, subgroup and *Acuity* data log sheets to assist with data review and the use of data to drive instruction..

### **Goal 3-To develop teacher understanding of the analysis of data by ethnic, sub-groups and cohorts in a more systematic and thorough way to inform instructional planning and implementation.**

We will use differentiated approaches and strategies in our instructional planning. We will analyze student learning and changes in the behavior of students towards learning. Our professional development focus will be the use analytical I tools and strategies. We will setup benchmarks to track student achievement. We will analyze academic progress of different cohorts, sub-groups and ethnic groups.

### **Goal 4- To accelerate reading, writing and speaking skills of our English Language Learners (ELL).**

Our ELL population consists of 42 students. Our goal is to increase by 10%, a total of four, the number of students testing as proficient on the NYSESLAT exam. Additionally, we envision that 20%, a total of nine of our ELL students will demonstrate proficiency at their current levels on the NYSESLAT exam, which will enable them to move towards a less restrictive ELL program.

To insure these outcomes, we will provide ongoing professional development for our ELL staff as well as our content area teachers in order to provide the most appropriate developmental skills for each student.

**Goal 5-To continue to work with our CBO partners to integrate our Coastal Studies and Marine Science themes throughout all content areas in our school.**

Teachers will integrate our marine theme across the curriculum in an interdisciplinary way during all units of study. This will include a Marine Science Fair. Staff will continue to research and identify new and innovative ways to bring our marine science theme into the classroom. Four guest speakers will be invited to the school and discuss their experiences in marine environments. We will also develop a ROV (remotely operated vehicle) Robotics Program with a team of students

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve our 9<sup>th</sup> grade (freshman) students’ passing rates in Integrated Algebra.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>To increase the 9<sup>th</sup> grade Algebra pass rate by 25% to a total passing rate of 75%. (Last June, our passing rate in 9<sup>th</sup> grade Algebra was 43%. Currently, we have 158 students enrolled in 9<sup>th</sup> grade Algebra. To achieve our goal, we will require a minimum of 118 students to pass the course.</b></li> <li>• <b>We will develop a unified vision around differentiated instructional learning which will assist teachers in providing instruction to all subgroups in the school, thus improving success rates. We will develop and implement a model differentiated instructional classroom to assist our teaching staff.</b></li> <li>• <b>Aussie consultants and ICI Network Support Specialists will conduct professional development sessions on differentiation of instruction.</b></li> <li>• <b>Continue inter-visitations for all staff members in our school building.</b></li> <li>• <b>We will continue inter-visitations to cooperating schools to observe and develop best practices in mathematics and core subject areas and across the curriculum.</b></li> <li>• <b>Formal and informal observations of teachers to assess implementation of differentiated instructional practices.</b></li> <li>• <b>Develop a new vision for our faculty around differentiated instructional learning modalities.</b></li> <li>• <b>Implement double-period math instruction for our most at-risk students</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Classroom coverages will be provided to implement inter-visitation within the school and with cooperating schools.</li> <li>• Funds for “<b>AUSSIE</b>” Consultants and ICI Network Support Specialists will be made available to provide ongoing and routine professional development.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Agendas and minutes of faculty meetings on differentiated instruction.</li> <li>• Agendas and minutes of professional development sessions conducted by Aussie Consultants and ICI Network Support Specialists.</li> <li>• Workshop materials and initiatives</li> <li>• Use of Acuity Assessment Instruments and data as well as midterm and final exams.</li> <li>• Maintaining student engagement utilizing differentiated instruction as evidenced by formal and informal observations.</li> <li>• Evidence as noted on the Scholarship report in HSST at the end of each Marking Period in the Integrated Algebra course</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a longitudinal student tracking system to measure student progress from grade of entry to grade of exit.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Develop portfolios by grade and subject area to track the formative development of comprehension skills as students progress in grades.</li> <li>• Utilize a data base of student historic data.</li> <li>• Analyze student historic data and new data to track student proficiency and progress.</li> <li>• Continue developing curriculum maps in every major subject area; ELA, Science, Math, Social Studies.</li> <li>• Develop bench marks and assessments to track progress.</li> <li>• Use the Acuity assessment program to track student proficiency and progress.</li> <li>• Continue to enhance Guidance Counselor reviews of credits earned to identify under credited students and provide them with credit recovery opportunities.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Utilize resources from our Aussie Consultants and ICI Network Support Specialists to assist teachers in developing a school-wide longitudinal student tracking system.</li> <li>• Schedule double instructional periods in mathematics and ELA using Contracts for Excellence (C4E) allocations.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Subject teachers will maintain student portfolios for use and analysis from one year to the next to track student progress.</li> <li>• Agendas and Minutes of bi-weekly faculty meetings and professional development sessions will focus on student tracking.</li> <li>• Teachers will utilize the longitudinal tracking system to set specific Benchmark goals for individual students and for whole class instruction. We will also use the tracking system by grade cohort and school wide to monitor student success.</li> <li>• Copies of the tracking data will be provided to parents at the completion of each Marking Period.</li> <li>• Teachers will use the <i>Apperson</i> scanning system to collect assessment results and review item analysis data</li> </ul>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop teacher understanding of the analysis of data by ethnic, sub-groups and cohort in a more systematic and thorough way to inform instructional planning and implementation.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will use different approaches and strategies in their instructional planning.</li> <li>• Subject teachers will be trained to analyze student learning and changes in the behavior of students towards learning and instructional modifications.</li> <li>• Teachers will setup benchmarks to track student achievement.</li> <li>• Professional development in-school and off-site locations will be offered in developing analysis skills of student data by subgroup and subject.</li> <li>• Contracted data specialists will assist school staff in data collection and analysis.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Aussie consultants and ICI Network Specialists will offer professional developments on the analysis of data,</li> <li>• Our data specialist will provide data to teachers and training in the analysis of data.</li> <li>• Administrative leadership in data analysis and dissemination of critical findings.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will complete data forms by ethnicity, cohort and sub-groups at the end of each marking period.</li> <li>• All teachers will receive data electronically; emails, data sites and school generated data for each Marking Period.</li> <li>• All teachers have access to the ARIS and Acuity databases for log-in and review of student data on a regular basis.</li> <li>• Review of the CFI Interface, including <i>Inquiry Team</i> sign-in and agendas.</li> <li>• <i>Inquiry Team</i> meetings are held on a weekly basis.</li> <li>• We expect and increase of 1-3 % in course success rates.</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To accelerate reading, writing and speaking skills of our English Language Learners (ELL).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Our ELL population consists of 42 students. Our goal is to increase by 10%, a total of four, the number of students testing as proficient on the NYSESLAT exam. Additionally, we envision that 20%, a total of nine of our ELL students will demonstrate proficiency at their current levels on the NYSESLAT exam, which will enable them to move towards a less restrictive ELL program.</li> <li>• To insure these outcomes, we will provide ongoing professional development for our ELL staff as well as our content area teachers in order to provide the most appropriate developmental skills for each student.</li> <li>• ESL teacher providing <i>Push-in</i> and <i>Pull-out</i> services in subject classes in collaboration with content area teachers.</li> <li>• Mandated daily tutoring before and after school as well as during Saturday school by our ESL teachers.</li> <li>• Ongoing differentiated instructional practices during ESL and subject classes.</li> <li>• Ongoing <i>Common Planning</i> sessions with subject teachers.</li> <li>• Ongoing analysis of all subgroup data in all subject classes to identify content areas most in need for remediation and support.</li> <li>• Continued professional development within the school and at selected conferences. This includes <i>QTEL</i> training, mentoring by veteran teachers, LSO conferences and Regional ESL conferences.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Conduct faculty meetings to discuss setting goals and outcomes for our ELL population.</li> <li>• Provide additional remediation during the school day by ELL teachers as well as after-school tutoring.</li> <li>• Professional development classes conducted by our Aussie consultants and ICI Network Specialists.</li> <li>• ELL teachers will attend professional development such as the <i>Q-Tel</i> forums.</li> </ul>

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

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

- **Mentoring logs maintained by teachers and entered online, updated monthly.**
- **Scholarship reports and teacher observations during each Marking Period.**
- **Teacher logs of inter-visitations.**
- **Galaxy data reflecting Title III funding for tutoring services and teacher support.**
- **NYSESLAT, ARIS, ATS and HSST data demonstrating a 10 % student test-out rate from ESL services**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to work with our CBO partners to integrate our Coastal Studies and Marine Science themes throughout all content areas in our school.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The theme of Rachel Carson High School is Marine Science and Coastal Studies. All staff members will facilitate this focus by continuing our interactions with all of our marine science partners.</li> <li>• Continue our marine science lessons, laboratory experiences, demonstrations and field trips to the New York Aquarium and the Brooklyn Center for the Urban Environment.</li> <li>• Implement an <i>Oceans Futures Core</i> program.</li> <li>• Collaborate with new and potential partners such as the M.A.T.E. Program of Oceanographic Research, COSEE and the New York State Marine Education Association.</li> <li>• Guest speakers will be invited to visit our school and share their marine experiences with our students.</li> <li>• Our CBO partner’s curriculum will be aligned with our content curriculum.</li> <li>• The use of differentiated student learning experiences to increase student engagement and attendance.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Mygalaxy budget will reflect allocations for the programs at the New York Aquarium and the Brooklyn Center for the Urban Environment.</li> <li>• Mygalaxy budget will reflect funds for our Aussie Science Consultant.</li> <li>• Professional Development in marine science and environmental studies for teachers will be provided by our partner organization and our Aussie Science Consultant.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• We will continue to hold class and school-wide fairs highlighting the significance of the marine world in all content areas.</li> <li>• School trips to our CBO partners weekly during the fall and spring and school visits from our CBO partners to conduct classroom visits and presentations.</li> <li>• Review of lesson plans at pre-observation conferences , assessments during and at the completion of units of study and observations.</li> <li>• Guest speakers to share their research in the field of Marine Science at student assemblies.</li> <li>• Student engagement and improvement in attendance.</li> <li>• New marine Technology course as indicated in HSST starting in the spring of 2009.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

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

**APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	40	30	30	22	16	6	6	2
10	35	40	30	25	3	7	7	1
11	15	10	25	32	2	2	2	
12	5	0	0	0	0	0	0	1

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

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

**Part B. Description of Academic Intervention Services**

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

<b>At-risk Services Provided by the School Psychologist:</b>	Psychologist reviews and evaluates the IEP's of at risk students. The Psychologist also tests students to determine the services to be provided.
<b>At-risk Services Provided by the Social Worker:</b>	Social worker reviews and evaluates the IEP's of at risk students.
<b>At-risk Health-related Services:</b>	Community based health resources and HIV prevention lessons are provided to at risk students during the school day, after school and on Saturday. Access to school based condom availability program, STD awareness and prevention literature are provided to students.

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

*NCLB/SED requirement for all schools*

### **Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2007-2008) LAP to this CEP. 21K344**

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Rachel Carson High School of Coastal Studies is located in the Coney Island section of Brooklyn. The neighborhood associations identify the area as “a recreational part of the city”. Our students come from the immediate area and the entire borough of Brooklyn. Students apply for admission to our school as a non-screened program. The intellectual composition of all ESL classes is 11% above reading, 22% below reading level and 67% spanning the range in-between. The school serves an ethnically diverse population with approximately 39.1% African American, 29.2% of Hispanic origin, 29.2% White, 6.5% Asian origin, and 1.1% not reported. Half of our students learned English as a second or along with another language. 100.0% of the students are entitled to free lunch. As a high school with continuing English language learners, we review the continued entitlement letters to determine parent choice. As reflected in the parent survey selection forms, almost all parents of ELLs request a free-standing ESL program.

Our NYSESLAT achievement data indicates that we have two students who scored at the beginning level, two students at the intermediate level and five students at the advanced level.

At the ESL beginning level the texts *Visions, Making connections and Voices in Literature Bronze* (Heinle & Heinle) are used. The text “Connect” is utilized to provide instruction aligned with the standards by having students practice speaking, listening, reading, and writing in a cultural context that is meaningful and relevant to the students learning environment. This literature also helps students to practice their listening and speaking skills with the use of audio recordings so students may learn and build their pronunciation and fluency when speaking. These students receive three periods of instruction daily totaling five hundred and forty minutes of instruction. At the intermediate level Connect and adapted classic novels are used. Intermediate level students receive three hundred and sixty minutes of ESL instruction. At the advanced level *Voices in Literature Gold* (Heinle & Heinle) and novels including *Things Fall Apart, A Midsummer Night's Dream, The Canterbury Tales, To Kill a Mockingbird, West Side Story, Novio Boy, The Outsiders, and Nothing But Truth.* In addition, selected read alouds are read to students on a frequent basis to get them engaged in listening activities, promote and teach respect about different cultures and the diversity of our world. This enables them to practice active listening skills. All of the literature materials are utilized in conjunction with QTEL instructional methodologies, whereby students are trained to work together to accomplish higher levels of independent learning by means of cultural and social interaction and investigation. Learning therefore is a social and cultural process. QTEL instructional practices also provide students with a wide variety of learning activities that are strategy and

content based and can be modified flexibly to incorporate differentiated instruction for students with diverse learning needs. Advanced level students receive one hundred and eighty minutes of ESL instruction and one hundred and eighty minutes of ELA instruction. The ELA classes are taught by a licensed English Language Arts teacher. All ESL teachers are permanently state certified teachers of English as a Second Language. Students are provided with on going support and scaffolding in all content areas, such as science, math, and global history. ELL's receive support in these areas in order to meet mainstream standards. (Teachers receive classroom resources, teaching guides, curriculum outlines, ESL and English Language Arts correlations and New York City Performance Standards for all of the texts.)

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

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

Monthly staff, level, and departmental meetings are held. Meetings focus on instructional issues or teachers conference on the progress of individual students. Additionally, content area teachers articulate and collaborate with ESL teachers to facilitate English language academic vocabulary and content area learning. Teams work on curriculum development and professional development. As mandated under CR PART 154, our ELLs receive ESL instruction according to their English language

proficiency level and content area instruction from a content-licensed teacher using ESL methodology. ESL teachers meet regularly and participate in city-wide and regional professional development. The entire ESL staff and the Assistant Principal participated in the West-Ed Quality teaching for English language learners program. In house professional development focuses on the development of students' reading and writing skills, diversifying instruction and assessment, meeting the needs of ELLs and looking at student writing. Additionally, academic language development is planned for, in school, with special consideration to scaffolding strategies, use and incorporation of visuals and providing classroom teachers with strategies for success. The free-standing model is used in all classes. Teachers of ESL participate in peer intervisitation and lesson studies where the focus is developing academic rigor in a thinking environment while supporting the needs of all learners.

The focus for professional development for the 2006-2007 school year was the development of reading and writing skills as such all classes incorporate these modalities into the lesson. Professional development plans for the upcoming year will enhance teachers' abilities to understand and use instructional strategies to support language, literacy development and content area learning for English language learners. Professional development activities will support the pedagogical staff serving English language learners across general and special education programs including ESL and classroom subject specific area teachers. Staff development will be differentiated to address diverse staff with different interests, strengths and needs. Areas targeted for focus include:

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

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

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

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

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

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

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

**UPDATED – SEPTEMBER 2008**

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

**Part B: CR Part 154 (A-6) Bilingual/ESL Program Descriptions**

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Type of Program:  Bilingual  ESL  Both      Number of LEP (ELL) Students Served in 2007-08: 43

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):  
Small classroom setting with 8-10 students utilizing a designated room. The ESL teacher provides all instruction in English.  
Strategies include reading and writing development based on the LAB-R needs. Students have access to a wide assortment of textbooks and ancillary reading materials. Students also have access to computers and the internet for enhanced research.  
Instruction is provided in group and individual settings, utilizing Q-Tel strategies and insuring that each student receives diversified and differentiated instruction. Students participate in collaborative reading and the numerous posters illustrating word and sentence recognition evidence writing projects whose success. We offer AIS services after-school and during Saturday Academies for our ELL students in literacy, mathematics and other content areas. ELL students participate with mainstream students in these activities. We also offer extracurricular activities in the Arts, Film production, Intramural sports, and numerous field trips to the New York Aquarium and Urban Environmental Center. We are thereby infusing marine science and coastal studies across our curriculum utilizing these partnerships.
- II. Parent/community involvement:  
  
Parents are involved and supported through a variety of workshops, parent orientations, and meetings. Conferences with parents and parental contacts are ongoing. These would include translational services and involvement of parents in their children's education.
- III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):  
Newly arrived students are continually encouraged to attend after-school tutoring to provide assistance in language acquisition. Tutoring sessions are held before, during, after-school and on Saturdays. This assistance helps to develop language acquisition. Project Jump Start initiatives will continually be implemented into our curriculum.
- IV. Staff Development (2008-2009 activities):  
Professional development with the school principal and assistant principals. Regional and city-wide ELL staff developers including language allocation policy professional development workshops. Professional development for staff members by the ICI network specialists in addition to services provided by the "AUSSIE'S" as well as ISC training sessions. These professional development opportunities are designed to help English Language Learners in high school. The workshops provide valuable information and resources regarding accountability, assessment, curriculum, guidance, and quality instruction for ELL students.

**Form TIII – A**





**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08**      **A-2(a)**

School District:   21  

School Building   21K344 Rachel Carson High School          NO SIGNIFICANT CHANGES  

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)			
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served		
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL	
Arabic (ARB)																						
Bengali (BEN)																						
Bosnian (BOS)																						
Chinese (CMN)																						
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)																						
Vietnamese (VIE)																						
Urdu																						
Georgian																						
Uzbek																						
Hebrew																						
<b>SUB</b> →																						
<b>TOTALS</b>																						

Total Number of LEP students **Identified** in the Building in 2007-08  
(Do not include long-term LEPs)     

Total Number of LEP students **Served** in the Building in 2007-08  
(Do not include long-term LEPs)           

Bilingual      ESL





**Form TIII – A (1)(b)**

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

<b>Allocation: \$ 15, 000.00</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 8,500.00	To offer before, after-school, and Saturday school tutoring and classes.
Purchased services such as curriculum and staff development contracts	\$ 2,000.00	Teachers will attend ESL professional seminars through "AUSSIE" out-source contracts.
Supplies and materials	\$ 3,500.00	Instructional supplies including dictionaries and readers.
Travel	\$ 0.00	
Other/Textbooks	\$ 1,000.00	Ancillary enhanced reading materials.
<b>TOTAL</b>	<b>\$ 15,000.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Oral Interpretation services will be required for ELL parent orientations and parent conferences of non-English speaking parents.

Translation & Interpretation Unit would be utilized for written translation. Findings will be reported to the community through the School Leadership Team (SLT) and the PTA.

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

---

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

Oral interpretations will be arranged one month in advance prior to ELL or Parent-Teacher scheduled conferences. General written translation services will be provided by an outside vendor and in-house staff when appropriate.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. For oral interpretation services, an outside contractor would be required for parental conferencing and document translation.

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

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

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

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

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

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \_\_\_\_\_ \$335,150 \_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \_\_\_\_\_ \$3351 \_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \_\_\_\_\_ \$ 16757 \_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year \_\_\_\_\_ 84 % \_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
We have set aside funding to support our staff when they are enrolled in new courses that will culminate in full certification. Additionally, we provide professional development by outside agencies, and our Learning Support Organization. We also provide scheduled inter-visitations to various classrooms and local schools. We are implementing professional development plans for all teachers.

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

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

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

disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

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

## THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, Chancellor

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*Edward A. Wilensky - Principal*

*Abraham Furleiter - Assistant Principal*

*Michael Calise - Assistant Principal (IA)*

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## RACHEL CARSON HIGH SCHOOL OF COASTAL STUDIES

521 West Avenue, Brooklyn, NY. 11224

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

## SCHOOL PARENTAL INVOLVEMENT POLICY

### PART I GENERAL EXPECTATIONS

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

UPDATED – SEPTEMBER 2008

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

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

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

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

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

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

2. The **Rachel Carson High School for Coastal Studies** will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:  
Parents will be provided with school progress reports, school Quality Review reports to assess delivery of services and formulate an improvement plan as necessary.
3. The **Rachel Carson High School for Coastal Studies** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: English As a Second Language (ESL) by:  
Providing parents with informational memos and school reports in parental native languages upon request. Oral services are also provided as necessary.
4. The **Rachel Carson High School for Coastal Studies** will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. The **Rachel Carson High School for Coastal Studies** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
    - the State's academic content standards;
    - the State's student academic achievement standards;
    - the State's and local academic assessments including alternate assessments;
    - the requirements of Title I, Part A
    - how to monitor their child's progress and
    - how to work with educators.
  - The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Providing appropriate textbooks in other languages for parental assistance in completion of homework assignments and projects.
    - Providing content area textbooks in native languages as requested.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:  
By conducting appropriate professional development workshops involving the parents and the school district.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:  
Timely notification to parents utilizing appropriate languages describing ancillary materials that are available for their use in providing additional mentoring at home.
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:  
We send information related to school programs and activities in multiple languages as necessary. We provide translational services at our school related events when requested.

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

- involving parents in the development of training for teachers, principals, and other education to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request

**THE NEW YORK CITY DEPARTMENT OF EDUCATION**

**JOEL I. KLEIN, Chancellor**

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*Edward A. Wilensky- Principal*

*Abraham Furleiter - Assistant Principal*

*Michael Calise- Assistant Principal (IA)*

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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.

**UPDATED – SEPTEMBER 2008**

This policy was adopted by the **Rachel Carson High School for Coastal Studies** on **06/15/2008** 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 June 29, 2008.

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*(Signature of Principal)*

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*(Date)*

**\*This template of a School Parental Involvement Policy is not an official State Education Department document. It is provided only as an example.**

### 3. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

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

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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.

UPDATED – SEPTEMBER 2008

This School-Parent Compact is in effect during school year\_2008-2009\_ .

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

### **School Responsibilities**

The Rachel Carson High School for Coastal Studies will:

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

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

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

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

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

Progress reports are provided to parents twice during each of the school semesters. Report cards are provided three times per semester. 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;

**UPDATED – SEPTEMBER 2008**

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

### STUDENT RESPONSIBILITIES

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

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

- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The Rachel Carson High School for Coastal Studies will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and

- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

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

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

**SIGNATURES**

School Staff-Print Name	Signature	Date
Edward Wilensky, Principal		
Parent(s)-Print Name(s)		
Rita Velic, PTA President		
Margaret Dicara Gomez, Secretary		
Student (if applicable)- Print Name		
Miguel Hernandez		

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
We conducted a comprehensive needs assessment of our entire school. Based on this assessment we have implemented and intend to enhance the following comprehensive needs assessment activities;
  - I. Attendance improvement through various strategies including: Home contacts, Home visits, Parent open house coffee meetings with the Principal, English Language Learners (ELL) parent classes, Parent Night at the New York Aquarium, our partner organization (CBO), rewards to students for attendance improvement in school at special events including sporting events such as Cyclone Baseball and coupons to various retail and food venues, child care at Parent Teacher Association (PTA) meetings and special events, and special events before holidays such as concerts, movies, and plays.
  - II. Credit recovery Programs such as PM School (tutorials) after school. Saturday Academy, and Holiday School.
  - III. School-wide assistance to our English Language Learners (ELL) population who speak seven to eight diverse languages.
  - IV. We will assist parents of our English Language Learners (ELL) students to develop their own English Language Skills.
  - V. We will assist all of our Special Education Students to succeed and move into less restrictive environments in our school.In summary, approximately 25% of our school population in the 2008-2009 school year are special needs students; English Language Learners (ELL) and Special Education students (CTT and SETTS). During the last school year, 2007-2008 almost all of our ELL students tested out or moved forward in grade and level as demonstrated by the NYSESLAT exam.  
We also offer advanced placement courses to our students who wish to begin their college experience in high school. We presently offer College Now Courses through our partnership with Kingsborough Community College at our school and on the college campus.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

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

3. Instruction by highly qualified staff.

Our teaching staff is not highly qualified. Currently, our Highly Qualified staff comprises 84 % of the total number of teachers in the school. Please refer to Appendix 4, section A, page 46 for implemented strategies to attain 100 % Highly Qualified Teachers

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

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

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

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

6. Strategies to increase parental involvement through means such as family literacy services.

Our strategies to increase parental involvement include communication by phone, letter and by the internet. We have a small school/family type environment. We utilize our parent coordinate as a liaison to our parents. She personally knows and communicates with all of our parents at our small school.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

We share all acuity academic assessments with our teachers. We also share student historic data with our teachers. The teachers utilize this data as well as formative and summative assessments to improve the achievement of individual students and our overall instructional program. They use this data to drive the instruction and make changes in our instructional program as necessary.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our school conducts after school tutorials, a Saturday Academy and morning mandated tutorials for students who experience difficulty mastering the proficient and advanced levels of the academic achievement standards. We analyze school data in ATS, HSST and Aris on the city level and we analyze state data including NYstarts and our state report card to identify students. We use timely assessments to identify the material students are having difficulty with so we can target these students for extra services.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All School Improvement Schools (SINI and SRAP)**

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

### **Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies

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

### ELA Alignment Issues:

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

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

reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

following assessment reviews:

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

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

Applicable  Not Applicable

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

Professional development for all staff members in ELL strategies and language acquisition strategies. Professional development for all staff members in the strategies of differentiated instruction. Ongoing reviews of assessments and common planning initiatives.

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

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## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Department staff members will review subject area core curriculums.

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

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

Applicable  Not Applicable

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

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

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

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

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

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

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

We will implement the use of student benchmarks that demonstrate competency in completing curriculum requirements. We will also review school needs as we identify school-wide trends and develop interventions from the school level to grades and individual students. These strategies will also be incorporated into the ELL and Special Education curriculums.

**UPDATED – SEPTEMBER 2008**

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Staff members will review student work, assessments, along with classroom observations will serve as a vehicle to understanding the process of subject delivery in all classrooms.

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

Applicable    Not Applicable

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

Students are engaged in all classrooms. Students present their findings to the class through various media presentations. Teachers are engaged in *Student Centered Learning* (SCL).

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

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Students are continually engaged through the use of manipulatives. These include overhead projectors, Smartboards, calculators, and numerous *Project Based Learning* strategies.

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

Applicable    Not Applicable

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

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

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

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

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

At Rachel Carson High School, we have a most stable staff. Most subject teachers joined the school at the beginning of its second year and continue to teach in the school.

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

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

Applicable  Not Applicable

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

A review of the

Staff roster and attendance records of all teachers validate the consistency of our teaching and support staff.

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

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Teachers attend QTEL, BESIS, and ELL integration training. It is this initiative that serves to provide our teachers with the tools necessary to provide ELL learning strategies in all classrooms.

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

Applicable    Not Applicable

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

Out school insures that the appropriate strategies are incorporated in classrooms through ongoing observations, common planning sessions and reviews of student benchmarks. Test scores are evaluated by all teachers in subject classes to insure that ELL students are supported as they progress in their development of English Language Skills. Additionally, tutoring is offered to ELL students by their ELL teachers and all subject teachers

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

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

**UPDATED – SEPTEMBER 2008**

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The progress of ELL students is monitored by all ELL teachers as well as the administrative staff. This is accomplished through the use of cohort log sheets which are completed at the end of each marking period. These logs are then used to track percentage passing and identify students at risk. All subject teachers receive input and feedback from the ELL teachers and all staff members received a data file indicating the ELL level of each child.

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

Applicable  Not Applicable

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

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

Subject teachers provide assignments to the ELL teachers to assist students during their ELL class sessions.

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

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

All teaching staff members received copies of the IEP's of their students. Additionally, our Special Education teachers meet with staff members to review the IEP's and provide guidance when implementing individual student goals. Our Collaborative Team Teaching (CTT) teachers meet with the general education teachers as they engage in common planning activities. Special Education teachers as well as general education teachers visit various classes and other schools to develop their skills in collaborative teaching strategies.

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

Applicable  Not Applicable

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

The progress of our Special Education students is continually monitored through report card grade review, analysis of cohort data and ongoing analysis of student progress. Special education staff members maintain logs of student progress as they develop goals and objectives for our Special Education students.

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. At Rachel Carson High School we monitor our Special Education students as they progress through the school year. We continually review IEP goals and insure that all teachers are aware of those goals. Our school psychologist assists in reviewing student goals as needed and provides assistance to all teachers. IEP's are reevaluated and annual reviews conducted based on the feedback of all classroom teachers as well as the Special Education teacher, Special Education guidance counselor and parents.

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

Applicable  Not Applicable

**UPDATED – SEPTEMBER 2008**

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

All required accommodations are provided for our students as we review the CAP reports, The ATS Special Education Reports and the SEC data base. Testing accommodations are provided as needed. Staff members continually provide recommendations to insure that all students are afforded all assistance that the school community can offer.

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

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jun 14, 2008**      Email address: **EWilens@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	21K344
School Name	Rachel Carson High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 44,480
Principal Name	Edward Wilensky
Principal Email	ewilens@schools.nyc.gov
Principal Phone	7182650329

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 44,480
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes  
 No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes  
 No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

Our school plans to use the Contracts for Excellence funding to offer additional instructional periods for areas of greatest student need. We plan to offer these students double periods in Math and English Language Arts (ELA).

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No