



ACADEMY OF ENVIRONMENTAL LEADERSHIP

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 32X403)
ADDRESS: 400 IRVING AVENUE, BROOKLYN, NY 11237
TELEPHONE: 718-381-7100
FAX: 718-628-6965

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 403 **SCHOOL NAME:** Academy for Environmental Leadership

SCHOOL ADDRESS: 400 Irving Avenue, Brooklyn, NY 11237

SCHOOL TELEPHONE: (718) 381-7100 **FAX:** (718) 628-6965

SCHOOL CONTACT PERSON: Nilda Gomez-Katz **EMAIL ADDRESS:** nkatz@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Blaine Walton

PRINCIPAL: Nilda Gomez-Katz

UFT CHAPTER LEADER: Jane Roth

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** CFN 305

NETWORK LEADER: Joanne Mejias

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Nilda Katz	*Principal or Designee	
Jane Roth	*UFT Chapter Chairperson or Designee	
Jacqueline Silva	*PA/PTA President or Designated Co-President	
Pablo Cordero	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kerron Mondesir	DC 37 Representative, if applicable	
Tracey Thomas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Larisa Rivera	Student Representative	
Blaine Walton	Member/Assistant Principal	
Regina Edwards Gilmore	Member/PTA Secretary	
Alba Cortes	Member/Parent	
Gladys Perez	Member/Parent	
Miguel Rios	Member/Parent	
	Member/	
	Member/ CBO Representative, if applicable	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Academy for Environmental Leadership (AEL) is a college preparatory high school. We are a small innovative learning community currently serving grades 9-12 with a highly collaborative approach to teaching and learning. We are focused on preparing students to meet the rigors of college and career even as we work to ensure a world that is ecologically sound by developing in our students a consciousness of the interrelationship between the environment and its inhabitants. We want our students to become be part of a global response to preserving and sustaining our local and international communities. We are committed to holding every student to the highest standards, giving them consistent opportunities for intellectual engagement, and ensuring that they become knowledgeable, active leaders in the preservation of the earth and its peoples.

AEL's commitment to providing a rigorous curriculum has resulted in the creation of teacher teams that work together to plan and implement standards based lessons that challenge and stimulate students to work at their highest ability. Grounded in the humanities and sciences, and informed by a commitment to preserving the earth, students are exposed to a curriculum that provides a comprehensive academic education and opportunities to see the relevance of that education to their own lives as members of a global society.

We believe in creating home-school partnerships and finding ways to meet and support the needs of our students and their families. We believe that active parental involvement is essential to the success of our school and encourage parents/guardians to participate in all aspects of school life.

AEL has completed its 4th year since opening in September of 2006. The school is presently one of the three housed on the Bushwick Campus and shares space with the other schools. Among the shared areas are the gymnasium, auditorium, cafeteria, and library. In addition, all the schools share the LYFE program, the health office and access to community based organizations like the Brooklyn College Community Partnership, Student Success Center, RAPP and CORO.

Currently, AEL has approximately 375 students enrolled in grades 9 through 12. We graduated our first cohort in June of 2010. This academic year we have 63 students with IEPs. This represents an increase of 39% over last year. 107 students are entitled to ESL services. This represents an increase of 62% over last year. 96 of these students, or

approximately 93% of them, tested at the beginning or intermediate level. Seven of these students are both English Language Learners as well as Students with IEPs. Approximately 95.00% of our students were eligible for free lunch.

A Quality Review conducted in April of 2010 awarded AEL a grade of proficient. AEL also received a grade of A on the 2010-2011 Progress Report. The school currently has a structure that encourages teacher leadership and collaboration in the forms of cohort/grade teams, special groups, as well as department teams. The school has an instructional framework which includes the following initiatives: Academic Rigor in every classroom, “bell-to-bell” instruction, Reading and Writing Across the curriculum, Differentiation, Environmental Leadership Theme, and Advisory. Consequently, school wide professional development, cohort meetings, department and faculty meetings, are all focused on these initiatives. AEL has chosen Acuity Assessments for the 2010-2011 Periodic Assessment Plan. This year one predictive assessment and two instructionally targeted assessments will be conducted in ELA and Math for students who have not yet sat for the ELA and Algebra Regents.

AEL has a strong relationships with several community based organization and colleges. AEL is partnered with Children’s First Network 305. The CFN provides a variety of supports to the school relating to professional development, compliance, human resources, and business administration.

AEL represents a viable option for the Bushwick Community that had grown dissatisfied with the original Bushwick High School. Because of concerns for their children’s safety as well as low academic performance by the original Bushwick High School, many parents sent their children outside the neighborhood. AEL is committed to changing these perceptions and therefore offers a rigorous instructional program, where all students will be educated in a safe, nurturing environment.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Academy of Environmental Leadership				
District:	32	DBN #:	403	School BEDS Code:	333200011403

DEMOGRAPHICS									
Grades Served in 2009-10:	<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"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					82.5	81.2	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					84.0	93.1	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					67.0	86.0	95.2		
Grade 8									
Grade 9	107	119	149	Students in Temporary Housing: Total Number					
Grade 10	94	102	105	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	76	39		5	25	TBD		
Grade 12	0	0	78						
Ungraded	0	0	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	201	297	372		12	19	15		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions	43	21	27		
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions	12	29	17		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	33	44	59	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	12	21	26
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	5	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	2	6
	3	7	372				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.3	0.3	Percent more than two years teaching in this school	0.0	4.8	TBD
Black or African American	27.9	27.6	26.1	Percent more than five years teaching anywhere	16.7	23/8	TBD
Hispanic or Latino	71.6	70.4	71.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.7	1.1	Percent Masters Degree or higher	58.0	71.0	TBD
White	0.0	1.0	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.6	91.9	TBD
Multi-racial							
Male	47.3	51.9	48.1				
Female	52.7	48.1	51.9				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	▶
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3	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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

The Academy for Environmental Leadership (AEL) conducted a comprehensive review of its instructional program using the following accountability and assessment resources:

- | | |
|---|---|
| <input type="checkbox"/> Progress Report Card | <input type="checkbox"/> Learning Environment Survey |
| <input type="checkbox"/> Quality Review and Quality Review Assessment | <input type="checkbox"/> Periodic Assessment |
| <input type="checkbox"/> Items skills analysis | <input type="checkbox"/> Unit/Teacher made exams |
| <input type="checkbox"/> School-wide scholarship reports | <input type="checkbox"/> ATS Reports |
| <input type="checkbox"/> Writing samples | <input type="checkbox"/> Cohort/Grade/Depts/Special Teams |
| <input type="checkbox"/> CAP | <input type="checkbox"/> Acuity |
| <input type="checkbox"/> Gates MacGinitie Reading Assessment | |

The following student performance trends, accomplishments and challenges that were identified and how they helped AEL to arrive at their instructional framework and school wide goals:

1. In June of 2009, 81% of all students were passing their English classes. In January and June 2009 our 11th grade students the ELA Regents. A total of 77% of our students were successful. Fourteen 10th graders were encouraged to take the ELA exam. Thirteen passed at 55% or above. Of those, ten students passed with 65% or above. The pass rate of the 10th graders encouraged us to actively prepare our current sophomores to take the ELA exam in June 2010. During the 2009-2010 school year the pass rate for English classes we 75%. This shows a 6 percentage point drop in pass rate.
2. Because of the level of success students have experienced on the NYS ELA exam, the school has identified a need for advanced placement classes.
3. According to the RESI report approximately 77% of ninth graders are reading on Levels 1 and 2. As a result, we have continued placing all 9th graders in double period English classes that target their specific needs. One of our classes on the 9th grade is designated for advanced students and these students will be prepared to sit for the Regents in June 2010. Other students who may not be ready for this

exam by then are also being prepared to take the Regents at the end of their 10th grade year.

4. Because our English teachers use strategies that directly prepare students for the Regents, this year we have incorporated our intermediates and advanced English Language Learners into the ELA classrooms. They have been grouped by cohort years and receive in-class support from ESL specialists who team-teach with the ELA teachers. So far this intervention strategy is proving successful as evidenced by an increase in the success rate of ELLs in content area classes. They have also increased their pass rate in content area Regents courses (Living Environment and Social Studies).
5. 107 students are entitled to ESL services. This represents an increase of 62% over last year. 96 of these students, or approximately 93% of them, tested at the beginning or intermediate level. Seven of these students are both English Language Learners as well as Students with IEPs. Approximately 95.00% of our students were eligible for free lunch.
6. By June 2010 the pass-rate for the NYS Science Regent Examinations showed a marked increase. The overall pass rate for students taking the Living Environment (77%) and Earth Science (79%) Regent Exams was above 75%. In addition, the pass rate for students taking science courses increased from 44% to 84%. The data shows that the interventions put in during the 2009/2010 school year to address the discrepancy between course credit accumulation and Regents pass rate were successful. Therefore, the school will continue to employ experienced science teachers and programmed additional lab classes for both Science and Math for all 9th grade students.
7. The percentage of students passing the U.S. History Regents in June of 2010 was 81%, an increase of 30% over June 2009. The percentage of students passing the Global Regents in June of 2010 was 64% representing an increase of 19% over the year before. These results are attributed to strategies introduced in 2009-2010 that are being continued and intensified. For example, those who did not pass are currently enrolled in a U.S. History and Global Regents preparatory class. Students continue to need additional assistance in improving their writing. This assistance is being given through directly aligning the writing in English and History classrooms. History teachers received training in the use of the Step Up to Writing methods that have so far been successful in English classes. We have also have a bilingual History teacher who is assisting our bilingual students to do better on the history tests.
8. The students who took the Spanish Regents passed at a rate of 100%. All students need to take and pass a foreign language course in order to graduate and/or earn an Advanced Regents Diploma. Native speakers are able to take and pass Spanish regents with only minimal preparation in Spanish classes given prior to the exam. Non-native speakers are being given preparation for the exam in semester long Spanish classes. This year we have offered Spanish as an additional (9th period)

class to freshness as a way to increase their class credit accumulation. A year of preparation for AP Spanish seems appropriate for some native Spanish speakers and some non-native speakers who are able to meet the challenge.

9. The AEL art program has been very successful. In a full year of study, students explore environmental, social, cultural and political issues through the use of 2-dimensional and 3-dimensional media. At the introduction of each art project, students explore ideas first in reading, writing and viewing works of art. They then use higher level cognitive skills to translate ideas into visual representations. Due to a lack of art education in elementary and middle schools, students in art class demonstrate a wide variety of technical and creative thinking skills; however the work done throughout the course has enabled students to achieve a passing rate of 81% in the June of 2010.
10. AEL averaged an 85% attendance rate for the school year 2007-2008. In 2008-2009 our average attendance was 78%. During the 2009-2010 school-year the average dropped again to 77.1%. This pattern indicates a downward trend. There are approximately 19 students who comprise the “No Show” list of students who have failed to attend school during the 2009-2010 school-year. The school increased efforts to improve attendance includes but are not limited to the formation of an attendance team, an attendance driven focus for cohort teacher teams, individual counseling for LTA s, home visits and student attendance competitions.
11. Despite the tremendous efforts of our parent coordinator, AEL’s parent association meetings had an average of 5-6 parents in attendance. End of the first marking period parent teacher conferences had less than 40% of the parents in attendance. Parent workshops were poorly attended. We continue to encourage parent involvement in school activities.
12. We have increased our efforts in making students aware of the college admissions process. Our 12th grade guidance counselor also oversees the College Advising and the College Preparatory curriculum available as a class for all Seniors. We are also formed a college culture team who is charged with working with the school community to create a “College Culture” action plan.
13. AEL used to share space with three other schools which resulted in difficulty creating our own culture and climate. The necessary intrusion of the other schools when accessing the shared library is on the third floor as well as movement back and forth to the cafeteria on the second floor was a major problem. Since one school left the building at the start of this school year, additional rooms were provided to AEL on the fourth floor which allowed us to move from the second floor. While we still have to contend with traffic to the library, we are anticipating a complete move next year to the fourth floor. We are working to manage a situation over which we have limited control.
14. The 2010 School Quality Review indicated the need to increase the use of data when informing instruction

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

The Academy for Environmental Leadership (AEL) conducted a comprehensive review of its instructional program using the following accountability and assessment resources:

- | | |
|---|--|
| <input type="checkbox"/> Progress Report Card | <input type="checkbox"/> Learning Environment Survey |
| <input type="checkbox"/> Quality Review and Quality Review Assessment | <input type="checkbox"/> Periodic Assessment |
| <input type="checkbox"/> Items skills analysis | <input type="checkbox"/> Unit/Teacher made exams |
| <input type="checkbox"/> School-wide scholarship reports | <input type="checkbox"/> ATS Reports |
| <input type="checkbox"/> Writing samples | <input type="checkbox"/> Grade/Depts./Advisory Teams |
| <input type="checkbox"/> CAP | <input type="checkbox"/> Acuity |
| <input type="checkbox"/> Gates MacGinitie Reading Assessment | |

- 1. Teacher Cohort teams will use ARIS database to track cohort attendance data and analyze the impact of applied interventions across grade cohorts:** By June 2011, attendance for each grade cohort will increase by 3 percentage points as evident by the ATS PAR report.
- 2. Develop professional goals for teachers that align with school-wide goals and at the end of the year participate in a self-evaluation survey.** By February of 2011, all teachers will have been exposed to school-wide goals, will have developed professional goals that are aligned with these goals and have met with direct supervisors to review and revise as needed. By June 2011 all teachers will have participated in a self-evaluation survey which will be used to plan professional development for 2011-2012 school year.
- 3. Rigorous Writing across the Curriculum:** By June 2011, all of the students, including students with IEP's and ELLs, will have completed at least two elaborated writing pieces using the writing process in every core subject. English and Social Studies teachers will spearhead the use of Step Up to Writing techniques as a way of increasing the quality of student writing in all classrooms.
- 4. Extend the level of parent engagement to include consistent opportunities for parents to participate in school decision-making:** By June 2011, attendance at PA sponsored meetings and activities will increase by 5%.
- 5. Promote greater consistency in the use of data to differentiate instruction so that all lessons are rigorous and engage students at their current achievement levels:** By June 2011, all students will have their academic needs met in the core subjects by infusion of differentiated instructional strategies. All teachers will have had training in the analysis and use of student data for differentiating instruction and will have participated in "Differentiated Instruction" workshops.

The findings also indicated the need for the following professional development to support teachers in meeting the schools goals:

- Increasing and Maintaining Academic Rigor in all Classrooms
- Lesson Planning and Student Engagement
- Differentiated Instruction
- Using student data to drive instructional practice
- Strategies for teaching reading and writing in all classrooms
- Using the Advisory Curriculum
- Identify the Special Needs Students and familiarity with IEP's
- Strategies for working with English Language Learners
- Smart Grouping of Students for Maximum Academic Achievement
- Development of Common Classroom Practices
- Preparation for Regents
- Classroom management
- Study and Organizational skills

The following are non-instructional focuses that will support academic success:

- Improving students' attendance and punctuality
- Ensuring behavior and discipline procedures are consistently enforced and followed through
- Improving and increasing the school-home relationship in support of students' educational, social and emotional needs
- Addressing and solving some of the concerns and problems that parents identify as issues important to them.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA/ESL, Math, Science, Social Studies, Health and Physical Education, the ARTS, Foreign Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teacher Cohort teams will use ARIS database to track cohort attendance data and analyze the impact of applied interventions across grade cohorts: By June 2011, attendance for each grade cohort will increase by 3 percentage points as evident by the ATS PAR report. All teachers will have participated in “ARIS” workshops and received training in the analysis and use of ARIS database.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. All teachers will participate in at least two professional development workshops on the use of ARIS database. 2. All teachers and guidance counselors will participate in cohort team meetings where they will develop an attendance intervention plan for students in that cohort. Based on the improvement of student attendance in each cohort, prizes will be awarded. 3. Funding will be provided for the implementation and monitoring of that plan. 4. Attendance data will be shared with students, parents and staff on a monthly basis.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for teachers and support staff for 10-11 Teacher quality: Per session for PD/Team Meetings/Training/ consultants, coaches Materials and textbooks Class reduction/Time on Task</p> <p>Funding Source: as SWP, title 1, Title III, Part 154, FSF</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • 3% increase student attendance across cohorts the end of June 2011 • Monthly attendance award ceremonies for students • Monthly distribution of attendance data to parents and students • Increase attendance in core subject classes by June 2011

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA/ESL, Math, Science, Social Studies, Health and Physical Education, the ARTS, Foreign Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop professional goals for teachers that align with school-wide goals and affect student achievement positively. By February of 2011, all teachers will have developed professional goals that are aligned with school-wide goals. All teachers will have been exposed to the school-wide goals and will have met with their direct supervisors to create or review these goals.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. All teachers will participate in at least one professional development to discuss school-wide goals. 2. All teachers will make use of their 2X weekly content area teams meetings (as needed) to create and align their professional goals to school-wide goals. 3. All teachers will meet at least once with their direct supervisor to review and revise their professional goals. 4. All teachers will participate in a self-evaluation survey that will become part of the basis for planning professional development for 2011-2012 school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for teachers and support staff Teacher quality: Per session for PD/Training Materials and textbooks Class reduction/Time on Task, class trips Funding Source: as SWP, title 1, Title III, Part 154</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Direct correlation between teacher professional goals and school goals. • Increase in the success in passing regents in all science by June 2011 •

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA/ESL, Math, Science, Social Studies, Health and Physical Education, the ARTS, Foreign Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Promote greater consistency in the use of data to differentiate instruction so that all lessons are rigorous and engage students at their current achievement levels: By June 2011, all students will have their academic needs met in the core subjects by infusion of differentiated instructional strategies. All teachers will have had training in the analysis and use of student data for differentiating instruction and will have participated in “Differentiated Instruction” workshops.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. All teachers will participate in professional development on differentiation at least three times this school year 2. All Teachers will meet weekly in content area teams to work on strategies for using differentiation in the classroom and increasing academic rigor in all subject areas 3. All teachers in every department will work to include differentiated strategies on a daily basis in their classroom instruction. 4. All students, including special needs students and ELLs will be provided with quality instruction using differentiated strategies in all classrooms.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for teachers and support staff Teacher quality: Per session for PD/Training/Retreats Materials and textbooks Class reduction/Time on Task, class trips Funding Source: as SWP, title 1, Title III, Part 154</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Increase in the number of students passing classes and accumulating credit in all subjects at the end of January 2011 and June 2011 • Increase in math, reading and writing competency levels by June 2011 • Increase success in passing regents in all science by June 2011 • Increase attendance in core subject classes by June 2011

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA/ESL, math, Social Studies, Science, Advisory, The Arts, Foreign Languages

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Rigorous Writing across the Curriculum: By June 2011, all of the students, including students with IEP’s and ELLs, will have completed at least two elaborated writing pieces using the writing process in every core subject. English and Social Studies teachers will spearhead the use of Step Up to Writing techniques as a way of increasing the quality of student writing in all classrooms</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. A minimum of 2 training sessions on of “Step Up to Writing” techniques will be held with all ELA/ESL and History teachers during 2010-2011 school year. 2. ELA and History teachers will collaborate on the writing of at least two Regents type History essays during the 2010-2011. 3. ELA teachers will teach students to use Step Up to Writing Techniques to write essays for the English Regents exam. 4. Social Studies teachers will teach students to use Step Up to Writing Techniques to write essays for the Social Studies Regents exam 5. Monitor program implementations with informal and formal observations.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for teachers and support staff Teacher quality: Per session for PD/Training/Retreats Materials and textbooks Class reduction/Time on Task Funding Source: as SWP, title 1, Title III, Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increase passing classes and credit accumulation in Social Studies and English at the end of Jan 2010 and June 2011 • All students will write effective theme based and DBQ essays in Social Studies and English • Complete at least four Regents type essays using Step Up to Writing techniques

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Extend the level of parent engagement to include consistent opportunities for parents to participate in school decision-making: By June 2011, attendance at PA sponsored meetings and activities will increase by 5%.</p>
<p>Action Plan <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"> ▪ The parent coordinator will organize parent-informational events such as college requirements, financial aid, and community resources ▪ The parent coordinator will communicate with parents via phones, newsletter and emails ▪ Parent coordinator will work with community partnerships to provide parents with incentives to participate in school-based activities ▪ School will work improve communication with parents through the creation of a school website, School Messenger, teacher phone calls and mailings ▪ School will increase the number of communications that are disseminated in both English and Spanish
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Tax Levy allocations will be used to fund School Messenger. This allocation will also fund the Parent Coordinator position. ▪ 1% of the Title I SWP allocation will be set aside for parent involvement activities.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Success will be evident by a 7% increase in the number of parents signing attendance sheets during school events • Parent workshop evaluation forms ▪ Increase in the number of Parents polled on the communication as per the Learning Environment Survey.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	75	57	78	N/A	18	0	0	2
11	63	37	30	42	34	3	14	54
12	58	51	31	36	25	3	25	65

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • 90 minutes block instruction in ELA for all 9th, 10th and 11th graders, during the school day. • Differentiated instruction to support the multiple learners, during the school day • Additional 180 minutes after school for beginning ELLs who are • Small group tutoring on Fridays • Small group support provided to special needs students • Small group Title III support providing to ELLs in ESL • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students
Mathematics:	<ul style="list-style-type: none"> • Additional 2-3 periods of math instruction for all 9th graders to prepare them for the Algebra Regents in June • Differentiated instruction to support the multiple learners, during the school day • Small group support provided to special needs students • Small group tutoring on Fridays • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students
Science:	<ul style="list-style-type: none"> • Additional 2-3 periods of instruction in Living Environment for all 9th graders to prepare them for the June Regents. • Differentiated instruction to support the multiple learners, during the school day • Add two experienced science teachers to the staff • 9th period (three days per week) for students who need to make up science credits or be prepared for Regents exams. • Small group tutoring on Fridays • Support for 10th and 11th graders who failed science (Living Environment & Earth Science) regents exam • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students
Social Studies:	<ul style="list-style-type: none"> • 250 minutes of weekly instruction for 11th graders who failed Global History Regents • Increase classroom period to 50 minute of instruction, during the school day • Add a bilingual Social Studies teacher to staff and program • Differentiated instruction to support the multiple learners, during the school day • 9th period (three days per week) for students who need to make up science credits or be prepared for Regents exams. • Small group tutoring on Fridays • Common Planning for all teachers to collaborate & plan differentiated instruction for all AIS identified students

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • All 9th, 10th and 11th graders have several meetings to discuss New Visions Tracker (credits & Regents status) and generate goals for the semester(s) with counselors • All at risk students in 9th, 10th and 11th grade meet with counselor once per week during the day and/or after school • Mandated special need students meet with counselor as per IEP mandates • Guidance counselors meet with principal two times per month to review services to identified AIS students.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Two day itinerant psychologist meets with mandated IEP students as per their IEP counseling schedule • At risk and highly emotional students meet with psychologist as per referral from administration
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • 20 most at risk and highly emotional students assigned to a social worker for individual and group counseling one a week. • Highly emotional students meet once or twice a week during school day with lead social worker • At risks and emotional students meet with lead social worker once a week or by referral after school
At-risk Health-related Services:	<ul style="list-style-type: none"> • DOH health provider meets provides health-related services once a week on Friday • School health aide provider provides health related service to at risk students during the day

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 48 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) 1 Paraprofessional

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

provider and qualifications.

The Academy for Environmental Leadership's ELL program falls under the umbrella of the English Department with ESL self contained classes offered for all ELL Level 1 and Level 3 students. Students who are Levels 5 through 9 receive ESL service through a co-teaching (push-in) model with a certified ESL and certified English teacher.

The ELL program at AEL offers block classes to all ELLs. Students are scheduled to receive the mandated number of instructional minutes based on NYSESLAT proficiency. Beginners and Intermediate ELLs receive double block scheduling (90 min/day) of ELL classes, while more advanced students receive split scheduling of ELA and ESL. Beginning students receive 540 instructional minutes of ESL a week – this instruction is provided in 90 min of daily self contained instruction. Level 1 students receive an additional 45-50 minutes of English Language enrichment regardless of academic grade level. Students are grouped by the level of English proficiency rather than grade. Our enrichment classes therefore contain 9th, 10th, 11th and 12th graders who needed additional support.

Intermediate students receive between 360 – 450 minutes of ESL per week, also provided in 90 minutes of daily self-contained instruction. Advanced students are taught through the co-teaching push-in model, and receive one period (45-50 min) of ESL and one period (45 min of ELA) a day.

Content area instruction for beginning and low intermediate students is delivered either in the Native Language (Spanish) or mixed language (English/Spanish). Documents and readings are often assigned in both languages to ensure that students understand the content material and are not falling behind due to a language barrier. In classrooms where content is delivered in an English only setting, teachers utilize ESL best instruction strategies such as Total Physical Response, images and photos, word walls, and utilize mixed ability student groups. A Spanish speaking paraprofessional works students and teachers in content area classes that deliver instruction in English only.

AEL ensures that every SIFE in our school receives additional services and interventions needed for the student to eventually perform on grade level. Skills include phonemic awareness, letter identification, on level reading and writing instruction, small group instruction, teacher conferencing, and a peer-support system. Technology is also integrated into SIFE learning, including Rosetta Stone and Smart Board software. SIFE students are placed in beginning level ESL classes. In addition they receive a ninth period of ESL at the end of the day during which they are offered language instruction using the Rosetta Stone software.

A parent-home connection is in place to ensure that the parents are included as a vital component of student learning.

In the areas of Math, Social Studies, and Science ELL newcomers are provided with textbooks in their native language to ensure that the language barrier does not cause them to fall behind in these subject areas. These students also have the option of taking state Regents tests in their native language and may use glossaries, and extended time during these exams. In order to

help newcomers succeed on the Regents exams, these students are offered targeted instructional services during after-school with content area teachers. Classroom teachers provide a nurturing environment in which students receive scaffolded guided instruction in English Language Arts. Our balanced literacy approach supports students through a multitude of reading and writing strategies (read aloud shared reading/writing etc).

Students who lag behind in English language acquisition are evaluated to determine where they are experiencing difficulty. Additional ESL/English classes, small group tutoring, testing accommodations are put in place as needed.

Teachers are using data gathered from ARIS and various assessment tools to differentiate instruction and focus on strategies that ELL students need to improve. Teachers and students reflect on strategies used in the past and implement those that work best for the student. The school also works with the child's family so that parents understand that their pro-active participation is extremely important for their child's academic success.

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

The school-wide professional development plan includes daily common planning periods, mentoring, and teacher participation in off-site professional development activities. The school's PD focus includes, but is not limited to the study of differentiated instruction, QTEL training, and the use of data to drive instruction.

Section III. Title III Budget

School: Academy of Environmental Leadership BEDS Code: 333200011403

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,978	200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00
Purchased services - High quality staff and curriculum development contracts.	\$0	Consultant working with teachers and administrators 2 days a week on development of curriculum enhancements
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,022	Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Educational Software (Object Code 199)	\$4,000	Rosetta Stone language development software packages for after-school program
Travel		
Other		
TOTAL	15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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.
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.
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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	385,546	46,688	432,234
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,855	468	4,323
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,277	*	
4. Enter the anticipated 10% set-aside for Professional Development:	38,554.60	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 4

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The school believes the teachers in question are highly qualified and plans to have the teachers complete the HOUSE survey.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

School Parental Involvement Policy 2010-2011

PART I. GENERAL EXPECTATIONS

The Academy for Environmental Leadership (AEL) agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required AEL level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (See **Enclosure**)
- The **Academy for Environmental Leadership** will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, AEL will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an

understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, AEL will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- AEL will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- AEL will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- AEL will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- AEL will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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

- (A) That parents play an integral role in assisting their child's learning;*
- (B) That parents are encouraged to be actively involved in their child's education at school;*
- (C) 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;*
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.*

1. The **Academy for Environmental Leadership** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - *Implement home visits from principal and guidance counselor.*
 - *Provide parents with a newsletter to inform them about school events and/or students' accomplishments.*

- *Improve how we provide parents with ongoing data/information related to their children.*
 - *Invite parents to volunteer to participate and observe their child's classroom.*
2. The **Academy for Environmental Leadership** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
- *Put in place one parent as a representative in each of the classrooms of AEL. Each teacher will outreach this parent rep for issues that may be academic in nature. This parent will also volunteer full or part of the day (daily or weekly) in the classroom. This parent will receive a stipend for his/her expenses incurred.*
3. The **Academy for Environmental Leadership** will 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 time convenient for 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 all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
- *Ensuring that the meeting is held twice: once in the morning at 9:00 and in the evening at 6:00 pm. This meeting may also be extended an additional meeting held on Saturday so that other parents may be able to attend.*
4. The **Academy for Environmental Leadership** will provide 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 by:
- *Providing parents with a Student's Handbook explaining the school vision/mission; academic expectations; school curriculum.*
5. The **Academy for Environmental Leadership** will 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:
- *The School Leadership Team (SLT) meets once per month. Parents will have opportunities to formulate suggestions about the education of their youngsters and the school will respond to any such suggestions as soon as practicably possible.*

6. The **Academy for Environmental Leadership** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
 - *Providing parents with reports cards three times per semester (fall & spring).*
 - *Outreaching to parents by the youngster's advisor weekly or biweekly.*

7. The **Academy for Environmental Leadership** will take the following actions to 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 Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - *Inform parents in English and Spanish if youngsters are assigned or have been taught for four (4) consecutive weeks by a teacher who not highly qualified;*

 - *Youngsters will be provided with additional support when affected by above circumstance.*

8. The **Academy for Environmental Leadership** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --
 - *the State's academic content standards,*
 - *the State's student academic achievement standards,*
 - *the State and local academic assessments including alternate assessments,*
 - *the requirements of Part A,*
 - *how to monitor their child's progress, and*
 - *how to work with educators: by visiting their youngster's classroom to observe and participate; by volunteering in the school during the instructional day*

9. The **Academy for Environmental Leadership** 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:
 - *Workshops entitled "How do families monitor the use of the Internet so that children are not targets? How can children avoid "trusting" someone they don't know on the Internet?"*
 - *Workshops entitled "How can families improve their communication with their children?" "Literacy: How can we develop reading habits as adult learners?"*

10. The Academy for Environmental Leadership will, with the assistance of its 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 schools, by:

- *Engaging in ongoing home visits and encouraging parents to partake in school activities and celebrations.*
- *Inviting parents to school functions where their youngsters' accomplishments are being recognized*

11. The Academy for Environmental Leadership will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- *Outreaching to the Bushwick Campus (parents/teacher associations {PTA}) for other available parents resources in the community.*

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

- *All notices will be sent home in two languages (English and Spanish). These notices will also be explained and/or clarified to parents whenever necessary.*

ACADEMY FOR ENVIRONMENTAL LEADERSHIP SCHOOL PARENT COMPACT

2010-2011

SCHOOL-PARENT COMPACT

The Academy for Environmental Leadership, 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 the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The Academy for Environmental Leadership will:

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

All English language learners (ELL) will receive services above the required New York State law (Part 154). They will also receive (push-in model) instruction in science and mathematics. Students with disabilities (SWD) will receive the mandated services and will regularly have their individualized education programs (IEP) reviewed annually and as needed to ensure that they receive instruction in the least restrictive environment (LRE). Struggling learners in academic levels 1 and 2 will receive additional academic intervention in their advisory, individual tutoring, and double-period courses.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

The Academy for Environmental Leadership will hold its parent-teacher conferences twice per semester (two conferences in the fall and two conferences in spring).

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

The Academy for Environmental Leadership will provide reports to parents three times per semester (a total of six reports per year). Advisors will also contact parents at least every two weeks to report any concerns and/or progress being made.

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

AEL staff will be available for consultation with parents on a need basis (parents are accommodated when practicable). Parents are encouraged to make an appointment during a teacher's preparation period if a consultation is needed.

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

AEL parents are also invited to participate in the classroom with their youngsters. Some of our parents have already participated and observed in their child's class. AEL plans to strengthen this area in our school since very few parents are involved in this activity.

Parent Responsibilities

We, as parents of the Academy for Environmental Leadership, will support our children's learning in the following ways:

- Monitoring attendance and punctuality.
- Making sure that homework is completed.
- Contacting the school (frequently) when not informed about my child's progress.
- Having ongoing open communication with my youngster to strengthen our school/home relationship. Monitoring amount of television their 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.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

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

- Abide by all school regulations as reflected in the School Discipline Code.
- Reach out and speak to my advisor, guidance counselor or my principal if I do not agree with something that affects me socially or academically.
- Speak to my parents about anything that affects me in school or outside the school.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Additional Required School Responsibilities

**(Requirements which schools must follow, but optional as to being included in the school-parent compact)
The Academy for Environmental Leadership will:**

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. 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 time convenient 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 (participating students), and will encourage them to attend.
4. 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 practicable, in a language that parents can understand.
5. 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.
6. On 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.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. 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 Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Academy for Environmental

Leadership will:

1. 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.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

- 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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

Grades 9-12

NYS REGENTS PERFORMANCE

2009-2010 NYS REGENTS PERFORMANCE					
REGENT EXAM	NUMBER TESTED	SCORED LESS THAN 65%	% SCORED LESS THAN 65%	SCORED 65% AND ABOVE	% SCORED 65% AND ABOVE
ENGLISH REG	161	19	11.8%	142	88.2%
SPANISH REG	33	0	0.0%	33	100.0%
GLOBAL HISTORY REG	185	67	36.2%	118	63.8%
US HISTORY REG	101	19	18.8%	82	81.2%
MATH B REG	7	2	28.6%	5	71.4%
ALGEBRA REG	231	57	24.7%	174	75.3%
GEOMETRY REG	37	8	21.6%	29	78.4%
ALG2/TRIG REG	6	0	0.0%	6	100.0%
LIVING ENVIR. REG	124	30	24.2%	94	75.8%
EARTH SCI REG	66	14	21.2%	52	78.8%

2008-2009 NYS REGENTS PERFORMANCE					
REGENT EXAM	NUMBER TESTED	SCORED LESS THAN 65%	% SCORED LESS THAN 65%	SCORED 65% AND ABOVE	% SCORED 65% AND ABOVE
ENGLISH REG	144	46	31.9%	98	68.1%
SPANISH REG	15	0	0.0%	15	100.0%
GLOBAL HISTORY REG	143	90	62.9%	53	37.1%
US HISTORY REG	70	25	35.7%	45	64.3%
ALGEBRA REG	140	50	35.7%	90	64.3%
GEOMETRY REG	35	22	62.9%	13	37.1%
LIVING ENVIR. REG	152	55	36.2%	97	63.8%
CHEM REG	2	0	0.0%	2	100.0%
EARTH SCI REG	118	60	50.8%	58	49.2%

NYS REGENTS EXAMS--BY GENDER

2009-2010 NYS REGENTS PERFORMANCE-BY GENDER					
REGENT EXAM	NUMBER TESTED	SCORED LESS THAN 65%	% SCORED LESS THAN 65%	SCORED 65% AND ABOVE	% SCORED 65% AND ABOVE

OCTOBER 2010

2009-2010 NYS REGENTS PERFORMANCE-BY GENDER										
REGENT EXAM	NUMBER TESTED		SCORED LESS THAN 65%		% SCORED LESS THAN 65%		SCORED 65% AND ABOVE		% SCORED 65% AND ABOVE	
	M	F	M	F	M	F	M	F	M	F
ENGLISH REG	59	85	26	20	44.1%	23.5%	33	65	55.9%	76.5%
SPANISH REG	4	11	0	0	0.0%	0.0%	4	11	100.0%	100.0%
GLOBAL HISTORY										

	M	F	M	F	M	F	M	F	M	F
ENGLISH REG	77	84	14	45	18.2%	53.6%	63	39	81.8%	46.4%
SPANISH REG	23	48	0	0	0.0%	0.0%	23	48	100.0%	100.0%
GLOBAL HISTORY REG	85	100	31	36	36.5%	36.0%	54	64	63.5%	64.0%
US HISTORY REG	38	63	7	12	18.4%	19.0%	31	51	81.6%	81.0%
MATH B REG	5	2	1	1	20.0%	50.0%	4	1	80.0%	50.0%
ALGEBRA REG	104	127	28	29	26.9%	22.8%	76	98	73.1%	77.2%
GEOMETRY REG	14	23	4	4	28.6%	17.4%	10	19	71.4%	82.6%
ALG2/TRIG REG	2	4	0	0	0.0%	0.0%	2	4	100.0%	100.0%
LIVING ENVIR. REG	45	79	9	21	20.0%	26.6%	36	58	80.0%	73.4%
EARTH SCI REG	29	37	7	7	24.1%	18.9%	22	30	75.9%	81.1%

Needs Assessment Findings (See page 11-14 for additional findings)

- a. Overall Regents pass rates have improved by 5% or better over a two year period.
- b. Testing trends do not show any significant difference in the Regent pass rate of male and female students.
- c. The finding show low student participation in advanced Regent examinations in the subjects of Geometry, Algebra 2/Trig, and Chemistry.

11. The findings of a comprehensive needs assessment also resulted in the identification of several priorities for improving student performance. There is a need to implement effective strategies to address the large number of students lacking the skills needed to pass the NYS Regent exams in advanced Mathematics and Science with a score of 65% or better. There is also a need to improve instruction for both special education and ELL students by providing
- intensive professional development for teachers in specialized strategies to meet the need of all students. Such strategies include but are not limited to collaborative team teaching, differentiated learning, flexible grouping, and data driven instruction.
 - an increased number of remediation courses offered during the school day
 - regents preparation before and after school program specifically for ELL students.

3. The findings also indicate the need to implement the following school wide strategies:

- Providing regents preparation and credit recovery courses
- The implementation of a summer school credit recovery program that will target at-risk students
- The alignment of school wide instruction with NYS Regent standards
- The exploration of new models for student programming that will meet the instructional needs of the student body.
- Expanding connections to community-based organization to meet students' social and academic needs.

3a. As a result of the findings, the school has implemented the following: (See pages 11-14 for additional information)

- After School Credit Recovery Program-
- Before and After School Regent preparation and English course for student identified as English Language Learners. Saturday Academy course to provide regent tutorial for students who cannot stay after school.

12. The school will continue to seek out and hire highly qualified staff members.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			226,278		
Title I, Part A (ARRA)	Federal	✓			46,688		
Title II, Part A	Federal			✓			
Title III, Part A	Federal		✓				
Title IV	Federal			✓			
IDEA	Federal	✓			89,537		
Tax Levy	Local	✓			28,924		

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.
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;

-
- students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Academy for Environmental Leadership							
District:	32	DBN:	32K40	School		333200011403		
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungrade	
	2		6		10	v		
Enrollment				Attendance - % of days students attended:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	0	0	0		82.5	81.2	77.1	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	0	0	0		84.0	93.1	90.9	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	0	0	0		67.0	95.2	93.8	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	0	0	0		5	25	21	
Grade 9	119	149	99	Recent Immigrants - Total Number:				
Grade 10	102	105	94	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	76	39	91		12	19	15	
Grade 12	0	78	71	Special Education				
Ungraded	0	1	0	<i>(As of October 31)</i>	2008-	2009-	2010-	
Total	297	372	355		12	19	15	
Special Education				Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
# in Self-Contained Classes	14	21	35	Principal Suspensions	43	21	27	
# in Collaborative Team Teaching (CTT)	16	30	24	Superintendent Suspensions	12	29	17	
Number all others	7	2	3	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-	
				CTE Program Participants	N/A	0	0	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	12	21	30	
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	4	5	8	
# receiving ESL services only	44	59	TBD	Number of Educational Paraprofessionals	0	2	4	
# ELLs with IEPs	1	7	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>				

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	3	7	88	% fully licensed & permanently assigned to this	100.0	100.0	96.4
				% more than 2 years teaching in this school	0.0	4.8	30.0
				% more than 5 years teaching anywhere	16.7	23.8	20.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		58.0	71.0	63.3
American Indian or Alaska Native	0.3	0.3	0.8	% core classes taught by "highly qualified" teachers	78.6	91.9	74.4
Black or African American	27.6	26.1	22.8				
Hispanic or Latino	70.4	71.8	74.9				
Asian or Native Hawaiian/Other Pacific	0.7	1.1	0.6				
White	1.0	0.8	0.8				
Male	51.9	48.1	48.5				
Female	48.1	51.9	51.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native				-	-	
Black or African American				X	X	-
Hispanic or Latino				v	X	-
Asian or Native Hawaiian/Other Pacific				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	-
Limited English Proficient				v	v	-
Economically Disadvantaged				X	X	-
Student groups				2	1	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	P
Overall Score:	84.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.1	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	17.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	52.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	7.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 305	District 32	School Number 403	School Name AEL
Principal Nilda Gomez-Katz		Assistant Principal Jannett Bailey	
Coach NA		Coach NA	
Teacher/Subject Area Mr. Dasilva/ESL		Guidance Counselor Sofia Gomez	
Teacher/Subject Area Ms. Lefkowitz/ESL		Parent	
Teacher/Subject Area		Parent Coordinator Pablo Cordero	
Related Service Provider		Other	
Network Leader Joanne Mejia		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	370	Total Number of ELLs	107	ELLs as Share of Total Student Population (%)	28.92%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Upon entering the New York City public school system all parents/guardians are required to complete a Home Language Identification Survey (HLIS). The HLIS survey is administered and overseen by our school's ESL coordinator and the pupil accounting secretary in the families' native language. Our ELL coordinator reviews each student's HLIS, and determines Language Assessment Battery-Revised (LAB-R) eligibility. All eligible students are then administered the LAB-R within ten days after enrollment. The results of the LAB-R exam determine our school's ELL student body. Students who are classified as proficient (per the LAB-R) are not eligible to receive ELL services. Students who receive ELL services are evaluated annually through the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency level and continued eligibility. Based on the score each student receives on the listening, speaking, reading and writing test, the students are then assigned an overall level of proficiency ranging from beginning to proficient. If the student scores a level of beginning he/she will receive 540 minutes of ESL a week. If the students scores intermediate he/she receives 360 minutes of ESL, and if the student scores advanced he/she receives 180 minutes of ESL and 180 minutes of ELA a week. Students who have achieved an overall level of proficiency are no longer eligible to receive ESL services; however, they do continue to receive ESL support services for up to two years.
2. In order to ensure that parents of ELLs understand the program choices available to them and the selection process, an orientation is held both at the beginning and several times throughout the school year. The orientation sessions are conducted at the beginning of the year immediately after the LAB-R is administered and hand-scored by the ELL staff. Additional orientations are held throughout the year to ensure that all families have an opportunity to watch the ELL orientation video and have any related questions addressed. Formal letters are sent home to families periodically throughout the year to ensure that all program selection forms are completed. During the orientation, which is held by the ESL teacher and the parent coordinator, parents are explicitly informed about the three program choices available for their child. At the orientation, placement and program options are also discussed. A video is shown in the parent's native language in which Chancellor Klein discusses in depth the options available (Transitional Bilingual Education, Dual-Language, and Free Standing English as a Second Language.) Handouts are distributed in English and in the parent's native language discussing options. At that time parents are made aware that if the program they select is not offered at the school, they may transfer their child to another school in the district that has such program.
3. Parents of ELLs at AEL are informed of the program choices available as well as invited to a parent orientation through an entitlement letter that is sent home with the student. To ensure that the parent/guardian has received the entitlement letter the ESL teacher also sends a letter that she has prepared asking the parent/guardian to acknowledge if they're attending the orientation. If the parent/guardian is unable to attend the orientation, they are mailed personalized letters inviting them to speak with the ELL coordinator at a time convenient for them, so that they may select the program of their choice. If the parent does not respond, then the ESL teacher or the parent coordinator contacts the parent by phone.
4. The process used to place identified ELL in bilingual or ESL instruction begins with the program selection form. Parents receive a description of the programs, which, when possible, is done in their home language by either the ESL teacher of the parent coordinator. Based on the parents' choice students are placed in the program.
5. A review of parent selection forms over the past four years shows a preference among parents for the ESL program. In the last four years, only one parent did not want a free standing ESL program, and decided to enroll the student in a different school.
6. The program model offered at the school is aligned with parent requests. When the trend among parental choice shifts, the school will meet the requests by providing the required programs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										35	13	12	6	66
Push-In										4	13	8	16	41
Total	0	0	0	0	0	0	0	0	0	39	26	20	22	107

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	66	Special Education	9
SIFE	33	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	66	16	2	23	10	3	18	7	1	107
Total	66	16	2	23	10	3	18	7	1	107

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										37	23	19	21	100
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		1
French										1	2		1	4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
TOTAL	0	38	27	20	22	107								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1 a) The Academy for Environmental Leadership's ELL program falls under the umbrella of the English Department with ESL self contained classes offered for all ELL Level 1 and Level 3 students. Additional ESL service is provided through a co-teaching (push-in) model with a certified ESL and certified English teacher.

b) The ELL department at AEL offers block classes to all ELL students which schedule students to receive mandated amount of instructional time based on NYSESLAT proficiency. Level 1 students receive an additional 45-50 minutes of English Language enrichment. Classes are homogenous with students grouped by the level of English proficiency rather than grade.

2. Staff at AEL utilizes both the pull-out and push-in method so that staff can ensure that students are provided total mandated minutes. Beginners and Intermediate ELLs receive double block scheduling (90 min/day) of ELL classes, while more advanced students receive split scheduling of ELA and ESL. Beginning students receive 540 instructional minutes of ESL a week – this instruction is provided in 90 min of daily self contained instruction and an additional 45 minute block of instruction at the end of the day. Intermediate students receive 360 minutes of ESL per week, also provided in 90 minutes of daily self-contained instruction. Advanced students are taught through the co-teaching push-

in model, and receive one period (45 min) of ESL and one period (45 min of ELA) a day.

3. Content area instruction for beginning and low intermediate students is delivered either in the Native Language (Spanish) or mixed language (English/Spanish) . Documents and readings are often assigned in both languages to ensure that students understand the content material and are not falling behind due to a language barrier. In classrooms where content is delivered in an English only setting, teachers utilize ESL best instruction strategies such as Total Physical Response, images and photos, word walls, and utilize mixed ability student groups.

4. a. AEL ensures that every SIFE in our school receives the additional services and interventions needed for the student to eventually perform on grade level. Skills include phonemic awareness, letter identification, on level reading and writing instruction, small group instruction, teacher conferencing, and a peer-support system. Technology is also integrated into SIFE learning including Rosetta Stone and Smart Board software. SIFE students are placed in beginning level ESL classes. In addition they receive a ninth period of ESL at the end of the day during which they are offered language instruction using the Rosetta Stone software. A parent-home connection is in place to ensure that the parents are included as a vital component of student learning.

b. ELL newcomers at AEL receive the mandated instructional minutes of ESL service and have access to language learning technology and programs (i.e. Rosetta Stone). In the areas of Math, Social Studies, and Science ELL newcomers are provided with textbooks in their native language to ensure that the language barrier does not cause them to fall behind in these subject areas. These students also have the option of taking state Regent tests in their native language and may use glossaries, and extended time during these exam. In order to help newcomers succeed on the Regents exams, these students are offered targeted instructional services during the after-school program. Classroom teachers provide a nurturing environment in which students receive scaffolded guided instruction in English Language Arts. Our balanced literacy approach supports students through a multitude of reading and writing strategies (read aloud shared reading/writing etc).

c. Students who lag behind in English language acquisition are evaluated to determine where they are experiencing difficulty. Additional ESL/English classes, small group tutoring, testing accommodations are put in place as needed.

d. The Academy for Environmental Leadership works hard with its long-term ELLs by giving them the support needed during extended day, and in after school programs in order to move them forward. Teachers are using data gathered from ARIS and various assessment tools to differentiate instruction and focus on strategies that ELL students need to improve. Teachers and students reflect on strategies used in the past and implement those that work best for the student. The school also works with the child's family so that parents understand that their pro-active participation is extremely important for their child's academic success.

e. We presently have one ELL who has been identified as needing Special Education services. We provide the student with an Alternate Placement paraprofessional who assists with translation for the student. If other students are identified with similar needs, the same provision will be made for them.

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

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

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. The Academy for Environmental Leadership offers various targeted intervention programs for ELLs in content areas. The main intervention program is collaboration between ESL teachers and teachers of other subject areas. For ELA, the ESL teachers and ELA teachers who team teach the classes plan collaboratively on a daily basis to ensure proper alignment of instruction and students' needs. For social studies and science, the ESL teachers regularly meet with social studies and math teachers. The purpose of the meetings is to collaboratively create the differentiation needed in the lessons that the ELLs need for success. The second intervention program is the inclusion of educational paraprofessionals in social studies and science classes. Currently, 94% of ELLs speak Spanish, so a Spanish-speaking paraprofessional is

used. Paraprofessionals who speak other languages are used when there are students who speak the same language.

6. For former ELLs, there is continual support for two years. First, these students are selectively placed in ELA classes that include the team teaching (push-in) component of the ESL program. For other subject areas, the ESL teachers inform students' teachers of their former ELL status, and provide relevant information regarding each student's particular linguistic needs. Finally, former ELLs receive extended time during New York State Regents examinations.

7. For the upcoming school year there is one major improvement being considered. This year, a pilot project has been in place with beginner ELLs. Ten ELLs who are labeled as beginner in the NYSESLAT were selected to participate in the trial of language learning software. Students use the technology as an augmentation of the regular classroom instruction. The sessions are done before and after school. At the end of the year, the school plans on expanding the program to include all beginners. This year's trial period will be used to determine effectiveness and logistical issues that need to be addressed prior to the full launch of the program.

8. Currently there are no programs to be discontinued.

9. ELLs are afforded equal access to all school programs. Many ELLs participate in the various school teams and clubs. Optional classes such as drama and yearbook contain a representative number of ELLs. Optional programs offered during lunch periods, including a fitness program and tutoring, also appropriately represent the ELL population.

10. Various instructional materials are used to support ELLs. In all classes, interactive whiteboards are used as regular part of instruction. Authentic audio recordings and manipulatives are used in ESL classes. A language-learning software is being piloted with beginner ELLs.

11. Native language support is delivered in the ELL classes. When hiring teachers, guidance counselors and paraprofessionals, the school looks for candidates who speak the languages represented by the students. Currently, there are staff members who speak Spanish, French, Haitian Creole, and Arabic. In cases where a content area teacher who speaks the students' native language, a Spanish-speaking paraprofessional is used. We also use paraprofessionals who speak other languages to work with students who speak that same language.

12. All required services support, and resources correspond to ELLs' ages and grade levels.

13. Newly enrolled ELL students participate in activities before the beginning of the school year. At the end of August, all incoming students are invited to participate in the Summer Bridge program, which is a multi-day event to get acquainted with the school, staff, and programs. ELLs also get tested using the LAB-R exam if needed, and are introduced to their teachers, especially those who speak the students' home language.

14. Currently, there is a limited offering of language electives for ELLs. ELLs who score at intermediate and advanced and speak a language other than Spanish are given the chance to learn Spanish.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

The school-wide professional development plan includes daily common planning periods, mentoring, and teacher participation in off site professional development activities. The school's PD focus includes, but is not limited to the study of differentiated instruction, best practices, QTEL training, and the use of data to drive instruction.

In an effort to improve performance of our ELL population, classroom teachers share lessons and strategies on differentiation and data driven instruction during common planning periods. Common Planning Professional Development sessions last for approximately 45 minutes and are held daily.

While some of the professional development will take place at no cost to the school, there are some Professional Development opportunities

that are at a cost to the school and will be covered through title III funds. This 2010-2011 school year, the Academy of Environmental Leadership will send their fully certified ESL teachers to professional development opportunities sponsored by our CFN, DOE Citywide PD, and AUSSIE. ESL teachers will be given the opportunity to share best practices with teachers during common planning and citywide professional development days. This will satisfy the required 7.5 hours of ELL training for the staff.

E. Parental Involvement

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

1. Parental involvement in the school is a high priority, including the parents of ELLs. For students coming from junior high schools, parents are invited to participate in the school's Summer Bridge program, a multi-day program designed to welcome and orient parents and students to the school. Students enrolling during the year participate in enrollment conferences with the parent coordinator and/or one of the ESL teachers. In addition, all parents receive correspondence and phone calls inviting to participate in PTA meetings. Finally, all parents, including parents of ELLs, are invited to come to all award ceremonies for students.

2. We presently work in collaboration with the other two schools in our building to provide workshops and services for our ELL parents. Some of these are led by groups like Familias Puertorriquenas and Amerigroup. We also provide legal clinic sponsored by Simpson Thacher and Bartlett LLP. Brooklyn College and Queens College has also offered services regarding immigration and other related services to our parents.

3. We use parent surveys as well as PTA and SLT groups as mean of gathering data regarding our parent needs. Informal conversations with parent are also useful tools for keeping us informed about our parents.

4. Our parent activities are a direct response to the identified needs of our parents. For example, we plan workshops with the parents of our senior class to inform them about college application deadlines, financial aid ect. Information is provided in the parent native language.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										26	12	5	5	48
Intermediate(I)										11	11	11	15	48
Advanced (A)										4	2	2	3	11
Total	0	0	0	0	0	0	0	0	0	41	25	18	23	107

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

	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	18		7	
Math <u>Algebra</u>		25		13
Math <u>Geometry</u>	5		0	
Biology				
Chemistry				
Earth Science	20		0	
Living Environment	7	27	0	25
Physics				
Global History and Geography		23		11
US History and Government	4	11	0	9
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The school uses the Gates-MacGinitie reading test to assess literacy skills of ELLs. Results show that most ELLs read at grades 2-4. This information is cross-referenced with NYSESLAT scores for programming purposes and to guide instruction.
2. An analysis fo data shows that students who score higher on the NYSESLAT have higher grades than those who score lower.
3. Patterns across NYSESLAT modalities affect instructional decisions. A review of the data is done to identify language skills that are weaker. These receive extra instruction throughout the year both for whole group instruction and individualized instruction.
4. a. ELL Periodic Assessments have a strong correlation with NYSESLAT score, and show increases in the areas under scrutiny for the year.
b. The school is learning that listening and reading are the two weaker subskills.
5. N/A
6. The success of the ESL program is based on how ELLs perform in their content area classes and standard examinations.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/23/10
	Assistant Principal		10/23/10
	Parent Coordinator		10/23/10
	ESL Teacher		10/23/10
	Parent		12/16/10
	Teacher/Subject Area		12/20/10
	Teacher/Subject Area		12/20/10
	Coach		
	Coach		
	Guidance Counselor		12/2010
	Network Leader		
	Other		