



[HIGH SCHOOL FOR ENVIRONMENTAL STUDIES]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (02M400)
ADDRESS: 444 WEST 56TH STREET
TELEPHONE: (212) 262-8113
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M400 **SCHOOL NAME:** High School for Environmental Studies

SCHOOL ADDRESS: 444 West 56th Street, New York, NY 10019

SCHOOL TELEPHONE: (212) 262 8113 **FAX:** (212) 262 0702

SCHOOL CONTACT PERSON: Luis A. Nazario **EMAIL ADDRESS:** Inazari@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Luis A. Nazario

PRINCIPAL: Shirley H. Matthews

UFT CHAPTER LEADER: Seth Robbins

PARENTS' ASSOCIATION PRESIDENT: Louis Cooper

STUDENT REPRESENTATIVE:
(Required for high schools) Amanda Santos

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 201

NETWORK LEADER: Gerard Beirne

SUPERINTENDENT: Elaine Gorman

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
Shirley H. Matthews	*Principal or Designee	
Seth Robbins	*UFT Chapter Chairperson or Designee	
Louis Cooper	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Olivia Jeffrey	DC 37 Representative, if applicable	
Amanda Santos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Brian Siranaula	Member/Student	
Joshua Burke	Member/Student	
Celine Martinez	Member/Student	
Emily Meyer	Member/Teacher	
Luis A. Nazario	Member/Co-Chair	
Yovanda Garavito	Member/Parent	
Marva Cousins	Member/Parent	

(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.

MISSION

The mission of HSES is to reach high standards of excellence by providing a unique curriculum that combines environmentally infused college preparatory courses with applied-learning experiences and hands-on programs which incorporate the cultural, economic and social diversity of New York City. It is the further mission of HSES for families, students, administration, staff and friends to maintain high values, work collaboratively to identify issues, define goals, formulate policies, implement activities, empower everyone within the HSES community to excel, challenge and motivate all learners and provide an open avenue of communication and cooperation.

VISION

The vision of the administration, staff and friends of HSES is to create a learning environment that continuously empowers and motivates students, administrators, staff and families; prepares every student for life-long learning and scholarly pursuits or traditional professions; rigorously meets the needs of and prepares every student to be a creative problem solver and a competent decision maker; and sets the pace and models the standard by which other schools will be measured.

STRENGTHS AND NEEDS

In 1998, 2003 and 2005, HSES was selected as one of the top 1000 schools in the US by *Newsweek* Magazine, based on the school's Advanced Placement program and the access students have to these courses. HSES continues to be exempted from the citywide core curriculum guidelines of the Department of Education because it has been ranked as one of the top 200 schools in the city. HSES thrives as a school community due to its rich academic, social, ethnic and economic diversity. HSES has an Honors Academy and an extensive Advanced Placement program (Biology, Chemistry, Physics, Environmental Science, English Literature, US History, World History, Spanish Language and Literature, and Calculus) open to qualified students, as well as support mechanisms for students who need academic intervention, including ELLs and students with disabilities (SWDs).

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:				
District:		DBN #:		School BEDS Code:

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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input 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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
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					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
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	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input 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							
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							
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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?
-

After a drop from 81% in 2007-2008, the school's 4 year graduation rate rose from 76.8% in the 2008-2009 school year to 81.0% in 2009-2010. Of concern is the New York State Report card that shows that the graduation rate for Special Education students was 37%.

Students in the school's lowest third making exemplary gains improved in some cohorts, but continues to lag significantly behind other students for their first three years of high school.

In 2008- 2009 39.8% of 9th graders in the lowest third earned 10+ credits, versus 71.2% for all students. For the 2009-2010 school year the percentage of students in their first year earning 10+ credits rose to 55.1%

In the 10th grade 47.5% in the lowest third made exemplary gains in 2008-2009 school year. For the 2009-2010 school year there was a slight drop to 47.1%

In the 11th grade, 58.3% of students in the lowest third earned 10+ credits in 2008-2009. For 2009-2010 the number rose slightly to 58.6%.

While there were some improvements, it is clear that the literacy issues facing our Level 1 and 2 students have a continue to have an impact on their performance in all subject areas.

Attendance rose from 89.4 % in the 2008-2009 school to 90.03% for the 2009-2010 school year.

Accomplishments and Aids to improvement:

Founded in 1992 at the inception of the school, and incorporated in 1996, Friends of the High School for Environmental Studies is a 501(c)3 non-profit which provides the supports needed to help the school achieve its environmental mission. Friends Board of Directors is comprised of 15 city residents active in the environmental sector. Friends programs support environmental infusion and field education activities, career and college partnerships and support for teachers to expand their environmental knowledge.

Due to the partnering of our highly motivated staff and the above mentioned community resources we are a highly successful school with 98% of last year's graduating class going on to 2 and 4 year colleges. Our students are

active participants in local, national and international environmental activities as evidenced by:

- Over 13,000 hours of service given to the New York City community in 2008-09 school year by students in our internship program
- 24 students participating in conservation internships with The Nature Conservancy, the world's largest conservation organization on nature preserves from Maine to West Virginia in the summer of 2009
- 10 students representing the United States at Toshiba's student conference for a Sustainable Future in Japan since 2008
- Additionally, some of the highlights of recent years for our students include:
 - Finalists in the 2010 New York City Science and Engineering Fair
 - 3 time winner of Blue Star Financial Literacy
 - US News and World Report Silver Medal School
 - One of the NY Post's top 50 public high schools in New York City (August 2009)
 - 9 time Golden Apple recycling award winner
 - Good Friend Community Service Grant winner through the Fund for Public Schools
 - Nominee for National Education Association Green School Award
 - 2008 Statewide Winner - Envirothon Oral Presentation

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 school-wide goals that we have outlined for the 2010-2011 academic year are:

1. In the 2009-2010 school year, 75.8% of students in their first, second, and third year earned 10+ credits. For the 2010-2011 school year we will increase the percentage of students earning 10+ credits to 77% as measured by the NYC Progress Report.
2. To increase the four year graduation rate from 81% in 2010 to 83% in 2011 as measured by the NYC Progress Report.
3. In the 2009-2010 school year, the attendance rate was 90.03%. For the 2010-2011 school year we will increase the attendance rate to 92% as measured by the ATS report RSAL.
4. To develop teachers' skills in the effective use of data in order to expand their teaching tool kit so that 100% of teachers incorporate differentiated instruction strategies in their classes as evidenced through observation reports and walkthroughs.

These goals continue the work done in previous years

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Guidance/All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2009-2010 school year, 75.8% of students in their first, second, and third year earned 10+ credits. For the 2010-2011 school year we will increase the percentage of students earning 10+ credits to 77% as measured by the NYC Progress Report.</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>	<p>Guidance Counselors will meet with teachers, assistant principals and students to review students’ progress towards meeting 10+ credits on all grade levels at the end of each marking period and at cohort meetings. Guidance Counselors will use ARIS, and HSST to ascertain whether student is meeting with success. Guidance Counselors, teachers and assistant principals will determine when interventions are appropriate, such as: referral to Mentoring Center, mandated tutoring, extended day and Saturday classes. Guidance Counselors will meet with parents of at risk students throughout the year. Mandatory tutoring for students not meeting with success. Multiple Inquiry Teams will meet with students in Target Population weekly to support development of skills and academic success. Scholarship Reports will be analyzed with teachers at the end of each marking period.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Source: Fair Student Funding, Tax Levy, Title III for Parent Information Sessions for parents of ELLs.□</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of Report Card grades at each Marking Period. Analysis of Scholarship Report at each Marking Period. Feedback from Guidance Counselors at weekly Guidance meetings. Cohort meetings at each marking period.</p>
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Subject/Area (where relevant): Guidance/All

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the four year graduation rate from 81% in 2010 to 83% in 2011 as measured by the NYC Progress Report.</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>	<p>Guidance Counselors will continue to visit all grade levels to outline graduation requirements. Assistant Principals and Guidance Counselors will meet and focus on students who are off track in each cohort. Students will outline short-term and interim goals towards their final goal of meeting graduation within four years. Develop engaging individualized activities that appeal to a broad range of students' learning styles and interests. Examine curriculum for courses where students have not met with success for gaps/inconsistency. Continue to provide strategies for credit recovery through Extended Day Classes. Scholarship Reports will be analyzed with teachers at the end of each marking period. Inquiry Teams to work with at-risk students, and Students with Disabilities.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding, Tax Levy, Title III funding for outreach to parents of ELLs.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Schedule of guidance counselors and college counselor visiting all grade levels. Logs indicating follow-up with students. Parent/Teacher Conferences. Evening counseling. Meetings with Counselors, Data Specialist, Assistant Principals, and Principal to discuss Cohort. Review of student transcripts at end of Fall term. Review of student Report Cards at each Marking Period. Analysis of Scholarship Reports at each marking period.</p>

Subject/Area (where relevant): Guidance/All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2009-2010 school year, the attendance rate was 90.03%. For the 2010-2011 school year we will increase the attendance rate to 92% as measured by the ATS report RSAL.</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>	<p>Encourage 9th graders to maintain a goal of at least 90% attendance. Create an attendance team which includes teachers from all the disciplines. Meet with students who have attendance issues prior to school starting to place students on an attendance contract that student and parents sign. Have SPARK counselor conduct groups with students who have attendance issues (15 or more absences for school year). Create an Incentives/Awards Team for the purpose of coming up with ideas to motivate students to attend school on a regular basis. .</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Fair Student Funding, Tax Levy, Title III funding for outreach to parents of ELLs.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Counselor logs, schedules, Attendance Team Agendas, and SPARK Counselor logs, monthly ATS Reports.</p>

Subject/Area (where relevant): Guidance/All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop teachers’ skills in the effective use of data in order to expand their teaching tool kit so that 100% of teachers incorporate differentiated instruction strategies in their classes as evidenced through observation reports and walkthroughs.</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>	<p>Train teachers to use Renzulli. Train teachers to use ARIS to identify students at risk. Assistant Principals will meet with teachers to define how data from Periodic Assessments will be used to assist with lesson planning. Create a Professional Development Team that will ascertain from their respective departments the needs of the teachers. Professional Development will be provided throughout the year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Fair Student Funding, Tax Levy,</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers’ lesson plans will reflect layered curriculum and other signs that indicate the teacher is differentiating lessons. Teacher Observation Reports. Walkthroughs by the Professional Development Team (with the entire teaching staff) will look for evidence of differentiated strategies in the following: students’ work, products, flexible grouping, delivery of content, etc. Evaluations submitted during Professional Development sessions.</p>

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	370	370	300	370	400	15	20	30
10	370	370	300	370	370	15	20	30
11	200	220	220	200	240	15	20	30
12	100	150	110	110	200	15	20	30

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:	Regents Support class for 11 th grade ELLs to prepare for English Regents. Decoding course for IEP students. Writing/Advisory Center.
Mathematics:	Four term Integrated Algebra for students with lower 8 th grade Math score.
Science:	Marine Science class to prepare for Living Environment. Environmental Seminar – skills based course to prepare Freshmen.
Social Studies:	World Historical Perspectives – 10 th grade support class for Global History Regents
At-risk Services Provided by the Guidance Counselor:	Individual and group counseling for at risk students. Referrals to after school tutoring, health and family services. RAPP relationship abuse counselor, SPARK counselor, The Jewish Board counselor.
At-risk Services Provided by the School Psychologist:	Evaluations and referrals for IEPs, three year reviews.
At-risk Services Provided by the Social Worker:	Individual and group counseling. The Jewish Board counselor
At-risk Health-related Services:	Health concerns addressed in Health and PE classes. SPARK Counselor, The Jewish Board counselor

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:	
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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.

The Language Allocation Policy Committee at the High School for Environmental Studies is made up of the following members:

- Shirley H. Matthews, Principal
- Luis A. Nazario, Assistant Principal, ESL
- John Falino, Assistant Principal, Humanities
- Barbara Harris, Assistant Principal, Special Education
- Wanda Adams, Parent Coordinator
- Ileana Soare, ESL Teacher
- Juana Torres, Guidance Counselor

The current population of the High School for Environmental Studies is 1,441 students. The school is one of two hundred nine schools that are exempted from the mandated curriculum for other schools. Currently, 88 students are identified as ELLs, which is six percent of the population. Seventy-seven percent (68) of the students in the ESL program speak Spanish as their home language. Eight percent (7) speak Chinese. Other languages represented in small numbers are Bengali, French, Polish and Urdu. Approximately 20 percent of the ELLs are newcomers, and 42 percent are long term ELLs.

HSES uses a Freestanding ESL Program. All ESL classes are taught by fully licensed ESL teachers. At the Beginning level, students receive three periods of ESL (675 minutes/week). At the Intermediate and Advanced level, students receive two periods of ESL (450 minutes/week) Eligible Juniors and Seniors are programmed for an ELA Regents support class to prepare them for the Regents. The school does not have any bilingual classes. Students are interviewed upon admission, given placement tests, their NYSESLAT scores evaluated, and programmed for the appropriate

level of ESL. Based on their placement scores, content area courses are programmed accordingly. There are currently 17 students identified as having interrupted formal education. These students' records have been evaluated in consultation with the Assistant Principal, Special Education, and these students have been programmed for a decoding class in the Special Education department along with their ESL classes. Long term ELLs academic records are checked in consultation with the Guidance Counselor.

As a premier school, HSES provides all students, including ELLs with a rigorous academic program. The curriculum has not been modified other than to allow for students use of dictionaries and inclusion of ESL strategies. ELLs are present in all classes, including Advanced Placement courses. Students are offered the opportunity, but the great majority opt to take their Regents examinations in English. They are allowed use of glossaries and extended time, consistent with state and city regulations.

NYSESLAT results show that in the lower grades, Listening is the weakest modality. Curricula are being adapted to include more listening exercises, dictations, and note-taking exercises. Audio materials to accompany *Weaving it Together* have been offered. The third period support class at the beginning level ESL course has been slightly restructured to mirror the school's Freshman Seminar, which stresses various skills, including writing and listening.

ESL teachers work closely with teachers in other departments to support students. Being a thematic school, the environment is woven into all classes, and many units planned for ESL classes are interdisciplinary and support work done in other classes. In keeping with the school's educational philosophy, ESL courses stress cooperative learning, interdisciplinary lessons, and thematic units. Staff development is provided for teachers at monthly department meetings. Both ESL teachers attend workshops outside of the building in order to keep up with trends in ESL instruction.

Parents of incoming students attend two mandatory orientation sessions in the spring and summer. They are given workshops to explain the program choices, as well as to familiarize them with the program run at HSES. Students who register over the counter are interviewed by the Assistant Principal of the ESL Department, and are referred to the parent Coordinator to view materials in their native language. As the school's reputation is well known in the community, parents invariably are eager to take part in the school's vision and mission. The diverse teacher

population facilitates communication with parents. Staff is available to translate both orally and to translate written documents in Spanish, Chinese, Japanese, Russian, as well as other less needed languages.

As a result of the school's relatively small ELL population, it is easy to see what works and does not work in the ESL program. The Regents Support class has been successful, as well as the restructuring of the course sequencing. The growing number of SIFE students and long term ELLs are of concern. Previous attempts at running a Transitional class were not successful due to students' refusal to attend an ESL class after exiting the program, or never having been served in Junior High School. The Language Allocation Policy Committee, along with the School leadership Team must work with the ESL teachers to develop a viable options for these students.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

9-12

Number of Students to be Served:

LEP 60

Non-LEP 10

Number of Teachers 4

Other Staff (Specify) Assistant Principals, 4, Guidance Counselors, 2

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

This year, HSES will use the Title III grant to prepare ELLs for their content area classes and prepare for the Regents in Living Environment, Global History and US History. The High School for Environmental Studies' Title III program supplements the regularly scheduled English and content area instruction. It targets students who will be taking the Regents examinations in the three previously mentioned subjects – primarily 10th-12th graders. This class will meet two days a week for the course of the semester. The class concentrates on the language skills necessary for students to be successful on the Regents examination as well as content. Study skills, note-taking skills, task analysis, and a familiarity with rubrics used in grading the Regents examinations will be stressed as well. Students programmed for these prep courses will take the course twice weekly for the duration of the semester. The course extends the student's day and does not supplant ESL instruction. The course will be rotated between the two fully licensed ESL teachers, as well as content area teachers in each discipline.

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.

HSES will continue the many of the same professional development activities as last year. The Title III Professional Development program will provide teachers with a strong background with which to approach the Regents Support classes offered at the High School for Environmental Studies. Teachers will participate in workshops to familiarize them with the course outline, as well as the details of the test itself. The workshops will be facilitated by the Assistant Principals of the ESL, Science, and Humanities departments. Sessions will be conducted during the first week of classes and on-going throughout the semester. All teaches will be paid at the per session rate.

Staff development for ESL and content area teachers will consist of four two-hour sessions for five teachers, for a total of 40 per-session hours. Two ESL teachers will be trained since the courses will be rotated between the two ESL teachers, and content area teachers who teach the prep class will be trained in ESL methodologies. They will be conducted after school. The first three sessions are intended to prepare teachers for the course, and the fourth is to provide an opportunity for feedback after the end of the term so as to refine the course curriculum.

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Form TIII – A (1)(b)

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School: High School for Environmental Studies

BEDS Code: 310200011400

TEMPLATE - MAY 2010

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

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	\$13,905	55 hours per session for 4 teachers of prep courses 40 hours per session for 4 teachers trainee rate 24 hours per session for APs for staff development 4 hours per session for Guidance Counselor 4 hours per session for two teacher translators, and teacher presenters for parent information sessions 4 hours per session for Guidance Counselor for parent information sessions
Purchased services - High quality staff and curriculum development contracts	N/A	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	N/A

Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL		

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.

All parents are greeted by our Parent Coordinator. If a parent indicate that they do not speak English, cards are available for the parent to identify their native language. If in-school interpreters are not available, the DOE's over the phone translation services are used. All this information is kept in student folders by the Guidance Counselor and Assistant Principal of the ESL Department.

Home Language Surveys were consulted, ATS Reports, RPOB, and polling of Guidance counselors and ESL Teachers were used, and analyses of student population in ESL courses, as well as of students who have recently become proficient, and of non-LEP students.

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

The following languages are represented at HSES in large numbers: Albanian, Chinese (Amoy, Mandarin, Cantonese), Bengali, Arabic, Russian, Polish, Korean, Croatian, Spanish, Haitian Creole. Information was provided to staff at Faculty meetings and department meetings. All staff have been provided with information on using the Department of Education's over the phone translation services.

Interpretation signs are posted in the Main Lobby, Parent Coordinator's office and Guidance Suite in multiple languages. The Parent Bill of Rights is posted in multiple languages in the Parent Coordinator's office. Translation cards are at the Main Desk, as well as parent Coordinator's office.

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.

The following documents are to be translated: HSES Handbook, HSES Student Agreement, Graduation Requirement Document, Course Curricula, Course Student Contracts, College Newsletter, PTA Newsletter and Academic Intervention Correspondence. Documents will be translated and made available to parents at Orientation, Open School Night, upon admission, and at ELL parent meetings. Translations will be done by staff when possible, save for Bengali, and Haitian Creole.

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.

With advance notice, school will arrange for oral translations for suspension and guidance conferences. Translations will be done by staff when possible, save for Bengali and Haitian Creole.

Translators for Spanish and Chinese speaking parents are available for PTA meetings, Open School Conferences, and other parent events.

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>.

**The school will provide information at Freshman Orientation
The letters will be sent home to all students
Information will be posted on the school website**

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).

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 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 <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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:		\$956,572	\$956,752
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$9,565	\$9,565
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____99____
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 teachers who were not Highly Qualified were offered tuition assistance to complete relevant coursework.

* 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-PARENT COMPACT

The High School for Environmental Studies and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share 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.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The High School for Environmental Studies will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
 - *Our teachers will meet monthly for in-depth professional development. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - *Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using State Standards as a guide.*
 - *Teachers will use assessments to plan instruction according to their students’ needs. Academic intervention will be provided to support the struggling students.*
 - *The students will be given many resources to assist them in their educational journey; appropriate text books, classroom libraries, access to laptop computers, etc.*

- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**
 - *On October 29, 2010 and March 18, 2011*

- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
 - *Official report cards will be distributed at the end of each of the six marking periods).*
 - *Parents will be provided access to ARIS and SnapGrades as a means of monitoring their child’s performance and progress.*

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting.*
 - *The Principal and Assistant Principals have an open door policy.*
 - *Bi-weekly Evening Counseling*

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- **Supporting my child’s learning by making education a priority in our home by:**
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my children’s education;**
- **Promoting positive use of my child’s extracurricular time;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Communicating positive values and character traits;**
- **Respecting the cultural differences of others;**
- **Helping my child accept consequences for negative behavior;**
- **Being aware of and following the rules and regulations of the school and district;**
- **Supporting the school discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

STUDENT BEHAVIORAL AGREEMENT

I KNOW I HAVE THE RIGHT TO:

- Be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;

- Due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or removed from class.

I agree to:

- Come to school on time;
- Appear for each of my classes at the start time, ready to begin work;
- Be prepared with appropriate materials and all assignments;
- Show respect to all members of the learning community;
- Resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites;
- Behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request. I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request;
- Take responsibility for my personal belongings and respect other people's property;
- Dress appropriately and not wear any suggestive clothing including skinny tank-tops, midriffs, short-shorts, or mini-skirts;
- Refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandanas) and refrain from using gang signs, calls, chants, movements, handshakes;
- Refrain from bringing weapons, illegal drugs, controlled substances and alcohol to school;
- Refrain from bringing personal possessions that are disruptive (e.g., cell phone, MP3 player) in school;
- Share information with school officials that might affect the health, safety or welfare of the school community;
- Keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;
- Follow all rules in the Discipline Code, academic contract and locker contract
- Behave responsibly as described in the Bill of Student Rights and Responsibilities.

Other Responsibilities

The High School for Environmental Studies will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient

time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

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.

- Help provide an enriched and accelerated curriculum.
- 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.

The High School for Environmental Studies' environmental theme promotes rigorous and experiential learning opportunities in traditional and non-traditional settings to facilitate academic success, leadership development, and good citizenship for all members of the school's diverse population, including ELLs and Students with Disabilities. We begin in the freshman year with our Environmental Seminar program which gives students an introduction to environmental concepts, strengthens their ability to be successful in high school, and uses New York City's urban setting and rural areas around the country as a living laboratory through learning expeditions. Our seminar teachers are provided with common planning time and meet daily to develop differentiated lessons and units based on student data to address all students' needs.

Our school provides multiple opportunities for students to participate in challenging academic classes. In addition to honors classes, a screened Honors Academy, and ten Advanced Placement courses, students may earn college credit through a partnership with SUNY ESF. Through our partnership with the State University of New York, College of Environmental Science and Forestry we are the only downstate site of ESF in the High Schools which offers students up to 10 college credits for the following classes - The Global Environment (4-science credits), Writing and the Environment (3-English credits), Writing, Humanities and the Environment (3 – English credits). Students also have the opportunity to participate in our 4-year Environmental Science Research Sequence. We offer struggling learners courses such as Marine Biology which are designed to provide not only support for their skills, but also challenge them and prepare them academically for next steps.

Additionally, students participate in environmental clubs, including Envirothon, Youth Environmental Stewards, Hiking Club, and FRESH (Food, Resources, Environment, Sustainability and Health). To supplement our Department of Education funding, teachers at HSES actively pursue funding through sources such as Donors Choose, and the Friends of HSES raises over \$200,000 in order to further the academic and environmental experiences of our students.

Overall, the environmental theme is a unifying mission in our school and our staff works to provide all of our students, including ELLs and Students with Disabilities, with experiences that will lead us to a sustainable future. This mission has also fostered a sense of community within our school and with our parents, and is a critical component to our school's overall success. We firmly believe that our environmental clubs, activities, and instructional programs engage students in problem solving activities and provide multiple approaches to learning.

HSES has been recognized on both the local and national level for our Environmental Career Development Program. This program begins during the sophomore year with our Internship Program. During Internship, students participate in an academic advisory class to gain career readiness skills in addition to performing a minimum of 100 hours of service at one of over 40 partnering organizations. Advisory teachers

meet regularly with the Director of the Friends of HSES to discuss the progress of our students as well as to refine future lessons and advisory experiences. Beyond sophomore Internship, our students have many opportunities to continue their career development through summer internships. Many of our students, including ELLs and Students with Disabilities, participate in our 1-month Conservation Internship with The Nature Conservancy, while others travel to Japan to participate in Toshiba's Student Conference for a Sustainable Future.

Through our 10-year partnership with the University of Vermont, we invite professors and alumni to guest lecture and interact with students; the University also supports our efforts to expose students to higher education opportunities in the environment through fully funded college visits and preferential college admissions and financial aid. In addition to our environmental partnerships, our school also has a long standing relationship with Lincoln Center and students work regularly with resident artists to further their appreciation and understanding of theatre, music, and the arts.

HSES is committed to the professional growth of all staff members. The school voted to institute a 90-minute professional development model in order for teachers to be able to deeply reflect on their professional growth and teaching techniques. The school's Professional Development Team (PDT) of 19 teachers from all disciplines, including ESL and Special Education, works to plan professional learning opportunities for the staff based on teacher feedback and need and is focused on differentiation of instruction. These activities include workshops facilitated by members of the team, as well as outside experts, inter-visitations, and professional literature shared with all staff.

Administrators and members of the PDT have worked with teachers to incorporate various differentiation strategies into their classrooms. The PDT meets bi-weekly to discuss the needs of the staff, to plan upcoming staff PD days, and to schedule walkthroughs to support PD initiatives. Teachers work with their supervisors and colleagues to develop their own professional goals which are referred to during pre- and post-observation conferences.

3. Instruction by highly qualified staff.

The two teachers in 2008-2009 who were identified as Not Highly Qualified have obtained the proper certifications.

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.

See Page 40.

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

N/A

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

Translators are available on staff for the two largest linguistic groups – Spanish and Chinese. Phonemaster messages are sent out to parents in the three major languages, translators are available for after-school functions, and childcare is available for major functions such as Open School Night. There are twice monthly Evening Counseling Sessions where all Guidance Counselors are available until 6:00PM

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.

N/A

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.

See Page 40

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.

See Page 24

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.

In addition to 6 Guidance Counselors, the school also provides a SPARK Counselor, Relationship Abuse Prevention Program (RAPP) Counselor, and a The Jewish Board Social Worker,

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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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 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.

		(✓)				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			X			
Title I, Part A (ARRA)	Federal	X			\$956572	x	14-17
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			\$15000	x	14-17, 22-34
Title IV	Federal			X			
IDEA	Federal	X			\$237658	x	14-17
Tax Levy	Local	X			\$5360522	x	14-17

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;
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.)

10 students are currently in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Students are provided with counseling, ERRS Social worker, RAPP counselor, and SPARK counseling.

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:	High School for Environmental Studies					
District:	2	DBN:	02M400	School		310200011400

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.8	89.9	90.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	450	389	393				
Grade 10	440	406	386				
Grade 11	326	324	344				
Grade 12	275	299	305				
Ungraded	0	0	2				
Total	1491	1418	1430				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.1	98.4	96.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	47.4	58.2	55.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	52	19

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	15	16	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	78	50	57	Principal Suspensions	20	15	11
# in Collaborative Team Teaching (CTT) Classes	33	48	54	Superintendent Suspensions	28	49	18
Number all others	76	79	79				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
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>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	77	76	76
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	30	29	23
# receiving ESL services only	57	40	TBD	Number of Educational Paraprofessionals	0	0	4
# ELLs with IEPs	12	25	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	33	14	104	% fully licensed & permanently assigned to this school	100.0	98.7	92.1
				% more than 2 years teaching in this school	70.0	63.3	75.0
				% more than 5 years teaching anywhere	45.0	51.9	46.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	79.0	76.0	79.0
American Indian or Alaska Native	0.2	0.1	0.1		96.4	94.6	82.6
Black or African American	19.5	17.3	15.0				
Hispanic or Latino	51.0	54.4	56.2				
Asian or Native Hawaiian/Other Pacific	16.9	15.7	16.1				
White	12.3	12.3	12.6				
Male	49.4	48.7	49.6				
Female	50.6	51.3	50.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	
Students with Disabilities				vsh	vsh	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				7	7	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	65.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	8.1	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	17.1	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	34.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	6		

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 CFN13	District 02	School Number 400	School Name Environmental Studie
Principal Shirley H. Matthews		Assistant Principal Luis A. Nazario	
Coach N/A		Coach N/A	
Teacher/Subject Area Ileana Soare/ESL		Guidance Counselor Juana Torres	
Teacher/Subject Area Sara Rust/ESL		Parent Nancy Gutierrez	
Teacher/Subject Area AnnMarie Dull/English		Parent Coordinator Wanda Adams	
Related Service Provider Barbara Harris		Other type here	
Network Leader Gerard Beirne		Other type here	

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	0	Number of Certified NLA/Foreign Language Teachers	6
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	0

C. School Demographics

Total Number of Students in School	1441	Total Number of ELLs	95	ELLs as Share of Total Student Population (%)	6.59%
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Part II: ELL Identification Process

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

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

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

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

During admissions interviews with Guidance Counselors, students who may be ELLs are interviewed by the Assistant Principal of the ESL Department or an ESL teacher, both all of whom are fully licensed in TESOL. On site translation is available in Spanish, Chinese, Russian, and Polish. For other languages, over the phone translation is used. Parents complete the Home Language Identification Survey during this initial interview, and students are scheduled to take the LAB-R. Parents are provided with a description of the school's ESL program, as well as their options regarding other program options during admissions when they are shown video included in EPIC in their native language. Parents unanimously request placement in ESL and not Bilingual Education classes. NYSESLAT testing takes place in the Spring with test administered by licensed ESL teachers and Assistant Principal. Students are sent invitations and testing takes place in a suite of classrooms that is closed down for the testing period.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										8	8	8	8	32
Push-In														0
Total	0	0	0	0	0	0	0	0	0	8	8	8	8	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	17
SIFE		ELLs receiving service 4-6 years	33
		Special Education	3
		Long-Term (completed 6 years)	51

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

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:	Other:
Native American:	White (Non-Hispanic/Latino):

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										21	23	13	3	60
Chinese										4	2	4	3	13
Russian														0
Bengali										2	2			4
Urdu												1		1
Arabic											1			1
Haitian										1				1
French											1			1
Korean														0
Punjabi														0
Polish										1				1
Albanian											1			1
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	29	30	18	6	83

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.

HSES uses a Freestanding ESL Program. All ESL classes are taught by two fully licensed ESL teachers. At the Beginning level, students receive three periods of ESL (675 minutes/week). At the Intermediate and Advanced level, students receive two periods of ESL (450 minutes/week) Eligible Juniors and Seniors are programmed for an ELA Regents support class to prepare them for the English Regents. The school does not have any bilingual classes. Students are interviewed upon admission, given placement tests, their NYSESLAT scores evaluated, and programmed for the appropriate level of ESL. Based on their placement scores, content area courses are programmed accordingly. Students identified as having interrupted formal education records have been evaluated in consultation with the Assistant Principal, Special Education, and these students have been programmed for a decoding class in the Special Education department along with their ESL classes. Long term ELLs academic records are checked in consultation with the Guidance Counselor. To support students who have tested out of ESL, students' records are evaluated to program students for placement in a support class alongside their English course. These students are programmed for Regents exams in ELL rooms and are provided with extended time and glossaries.

HSES provides all students, including ELLs with a rigorous academic program. The curriculum has not been modified other than to allow for students use of dictionaries and inclusion of ESL strategies. ELLs are present in all classes, including Advanced Placement courses. Students are offered the opportunity, but the great majority opt to take their Regents examinations in English. They are allowed use of glossaries and extended time, consistent with state and city regulations. Teachers on staff have been trained in the use of Achieve3000, Renzulli Online Learning, and BrainPop to differentiate instruction.

NYSESLAT results show that in the lower grades, Listening is the weakest modality. Curricula are being adapted to include more listening exercises, dictations, and note-taking exercises. Audio materials to accompany Weaving it Together have been offered. The third period support class at the beginning level ESL course has been slightly restructured to mirror the school's Freshman Seminar, which stresses various skills, including writing and listening.

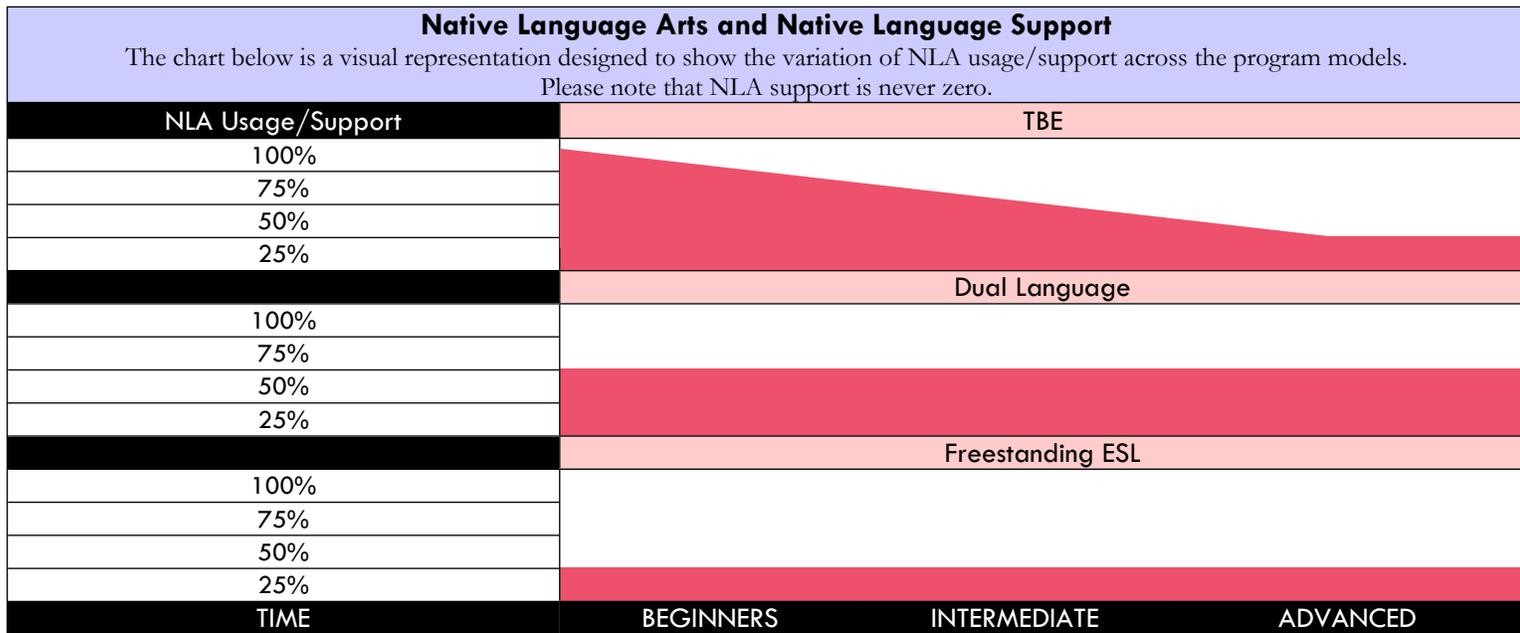
ESL teachers work closely with teachers in other departments to support students. Being a thematic school, the environment is woven into all classes, and many units planned for ESL classes are interdisciplinary and support work done in other classes. In keeping with the school's educational philosophy, ESL courses stress cooperative learning, interdisciplinary lessons, and thematic units. Staff development is provided for teachers at monthly professional development meetings. Both ESL teachers attend workshops outside of the building in order to keep up with trends in ESL instruction and have participated in QTEL training. Professional development has been provided for content area teachers in developing academic language in response to teacher concerns about ELLs.

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



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?

This year, HSES will use the Title III grant to prepare ELLs for their content area classes and prepare for the Regents in Living Environment, Global History and US History. The High School for Environmental Studies' Title III program supplements the regularly scheduled English and content area instruction. It targets students who will be taking the Regents examinations in the three previously mentioned subjects – primarily 10th-12th graders. This class will meet two days a week for the course of the semester. The class concentrates on the language skills necessary for students to be successful on the Regents examination as well as content. Study skills, note-taking skills, task analysis, and a familiarity with rubrics used in grading the Regents examinations will be stressed as well. The course extends the student's day and does not supplant ESL instruction. The course will be rotated between the two fully licensed ESL teachers, as well as content area teachers in each discipline.

Students in the 11th grade, and other students who will sit for the English Regents are programmed for a Regents prep course taught by a licensed ESL teacher. This course meets daily and provides intensive support for students. 9th grade students are programmed for a support class that mirrors the school's Environmental Seminar class, but is taught by a licensed ESL teacher. 9th graders also participate in two mandatory orientation sessions in June and August. During placement testing these students are interviewed by the ESL department to determine the appropriate placement for September. Dual entitled students who have IEPs are also interviewed by teachers in the Special Education department. Each student is evaluated and decisions are made in consultation with the Assistant Principal of Instructional Support Services.

Native language support is available for Spanish speaking students. All students may take Spanish, French, Italian, or Japanese as a foreign language. The school's ELLs participate in all school programs, including the Arts and Advanced Placement courses.

As a result of the school's small ELL population, students who test out of the program are monitored closely and given their accommodations for Regents exams, and the Guidance Counselors and ESL teachers work closely with content area teachers and English teachers to support students' continued language development.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Both of the ESL teachers at the school have participated in QTEL, and workshops offered through our network. In addition, both teachers are members of the school's Professional Development Team which plans professional development for all staff in the school. Workshops on Academic Language, and incorporating ELL strategies in content area classes have been facilitated by members of the Professional Development Team. Freshmen, including ELLs are provided with a freshman Environmental Seminar class which is a projects based class to support students and build their academic skills.

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?

Parents of incoming students attend two mandatory orientation sessions in the spring and summer. They are given workshops to explain the program choices, as well as to familiarize them with the program run at HSES. Students who register over the counter are interviewed by the Assistant Principal of the ESL Department, and are referred to the parent Coordinator to view materials in their native language. As the school's reputation is well known in the community, parents invariably are eager to take part in the school's vision and mission. The diverse teacher population facilitates communication with parents. Staff is available to translate both orally and to translate written documents in Spanish, Chinese, Russian, as well as other less needed languages. The school uses a Phone Messenger system that sends out calls in multiple languages, and documents are mailed out in Spanish and Chinese, the two largest languages represented. Translators are available for PTA and other parent meetings. As a Title I school, parent workshops have been scheduled in addition to evening counseling available bi-weekly. Phone Messenger calls through the Parent Coordinator in English, Spanish, and Chinese are used to survey parent interests in workshops

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)										2	0	0	0	2
Intermediate(I)										15	3	3	0	21
Advanced (A)										21	2	1	1	25
Total	0	0	0	0	0	0	0	0	0	38	5	4	1	48

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	0	0	0
	I										5	0	1	1
	A										10	3	0	0
	P										28	1	2	1
READING/ WRITING	B										2	0	0	0
	I										14	2	2	0
	A										21	3	1	1

	P										0	0	0	1
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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
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	7		3	
Math				
Math				
Biology				
Chemistry	2		2	
Earth Science				
Living Environment	6		4	
Physics				
Global History and Geography	6		2	
US History and Government	1		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

NYSESLAT results show that Reading/Writing are the weaker modalities in our students. To address this our ESL courses are structured as follows:

-Students at the Beginning level are programmed for three periods of ESL with a licensed ESL teacher. One period focuses on nonfiction, and grammar, one period focuses on creative writing, fiction and poetry, and the third focuses on writing and reading skills through a content based approach focusing on the environmental theme of the school.

-Students at the Intermediate and Advanced levels are programmed for two periods of ESL with a licensed ESL teacher. One period focuses on nonfiction and grammar, and one period focuses on creative writing, fiction, and poetry.

-An ESL teacher was assigned to one-on-one conferencing as her professional assignment to meet with ELLs.

Students at HSES, while given the opportunity to take exams in their native language, elect to take the examinations in English. As such, there is not data to compare performance on examinations taken in students' native languages. The poor results for the Humanities exams - Global, US History, and English indicate that students should be encouraged by their teachers to request translated exams where available. Teachers will provide students with practice in using both exams during preparation sessions.

Teachers in the ESL Department individually conference with students throughout the year to monitor their progress and provide them with feedback. Teachers meet with the department Assistant Principal to examine individual teacher data, as well as samples of student work.

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		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		