



**ACADEMY OF ENVIRONMENTAL SCIENCE
SECONDARY HIGH SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

FINAL COPY: SUBMITTED 01/25/11

**SCHOOL: 04M635
ADDRESS: 410 EAST 100TH STREET, NEW YORK, NY 10029
TELEPHONE: (212) 860-5854**

FAX: (212) 860-6008

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M635 SCHOOL NAME: ACADEMY OF ENVIRONMENTAL
SCIENCE SECONDARY HIGH
SCHOOL

SCHOOL ADDRESS: 410 EAST 100TH STREET, NEW YORK, NY 10029

SCHOOL TELEPHONE: (212) 860-5854 FAX: (212) 860-6008

SCHOOL CONTACT PERSON: IRMA GARCEAU EMAIL ADDRESS: IGARCEA@SCHOOLS.
NYC.GOV

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>JESSE MECHANICK (CO-CHAIR) NATALIE PAGE (CO-CHAIR)</u>
PRINCIPAL:	<u>IRMA GARCEAU</u>
UFT CHAPTER LEADER:	<u>DANIEL SIMOES</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>EDMON VEGA</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>DAVID JOHN ARIEL RODRIGUEZ</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 04 CHILDREN FIRST NETWORK (CFN): 20

NETWORK LEADER: DERICK SMITH

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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
IRMA GARCEAU	*Principal or Designee	
DANIEL SIMOES	*UFT Chapter Chairperson or Designee	
EDMON VEGA	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
NATALIE PAGE (SLT Co-President)	DC 37 Representative, if applicable	
DAVID JOHN	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
ARIEL RODRIGUEZ		
	CBO Representative, if applicable	
JESSE MECHANICK (SLT Co-President)	Member/UFT	
JENNIFER RABINOWITZ (SLT Secretary)	Member/UFT	
YOLANDA ALMODOVAR	Member/PARENT	
SILVIA SEVILIA	Member/PARENT	
	Member/	
	Member/	
	Member/	

(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.

Background: The Academy of Environmental Science focuses on helping students become independent learners. The school places a focus on science, the arts, and technology/communications by offering students the option of having customized schedules according to their interests and needs. Pursuing individual interests through these educational pathways has engaged students in community central projects, collaborative studies, and universal themes that can be integrated into all subject areas. The Academy of Environmental Science strives to educate holistically so our students are academically prepared for college, responsible citizens of the community, and stewards of the environment.

The Academy of Environmental Science is made up of a culturally diverse population of 319 students primarily of Hispanic and African American ethnicities. Most of our students qualify for free or reduced lunch, due to coming from economically disadvantaged backgrounds. A large percentage of our students live in single-parent homes.

- Community: Urban
- Accredited by: New York State Board of Regents
- School year organization: four terms
- Staff:
- 19 Teachers including 3 Special Education teachers; 2 Guidance Counselors; 1 Dean; 1 Principal, 2 Assistant Principals.
- Ethnic breakdown: 33% African American and 68% Hispanic
- Gender breakdown: 55% male 45% female
- 14.2% English Language Learners, 15.7% Special Education; 67% free or reduced lunch.
- Average daily attendance: 81.6%

Curriculum: All students take at least three years of Science consisting of: Living Environment, Earth Science, and a project-based Environmental Science course sequence. Math courses consist of: Algebra, Geometry, and Trigonometry. Additionally, students take four years of English, four years of Social Studies. Music is currently offered in our schedule. Students need 44 credits to graduate: English (8); Social Studies (8); Math (6); Science (6); Foreign Language (2); Music/Art (2); Health (1); Electives (7); and Physical Education (4).

Partnerships and Special Programs: The Academy of Environmental Science partners with numerous agencies to give students a well-rounded high school experience. Our partnerships include:

- New Visions for Public Schools
- College For Every Student
- New York Cares
- Stanley M. Isaacs Neighborhood Center
- SCAN Beacon La Isla

Extracurricular Activities: Although many of our students have jobs outside of school in order to economically assist their families, we offer the following activities:

- New York Cares
- College for Every Student (CFES)
- Basketball Team
- Martial Arts Club
- Girls Book Club
- Mural Drawing Club
- Latin Dancing Club
- Knitting and Crocheting Club
- Student Council
- Yearbook
- Envirothon Team
- AIS/ Regents Exam Prep and Homework Help
- Saturday Academy

Grading: 90-100 = A (Excellent); 80-89 = B (Good); 70-79 = C (Satisfactory); 65-69 = D (Minimal Pass/In Need of Academic Intervention); 55 = F (Failing/Academic intervention Required); 09 = Medically Excused; 01 = New Admit; CR = Credit Granted; WA = Waived, P = Pass (No Numerical Value); F = Failed (No Numerical Value). Grades on the transcript are unweighted.

SAT Scores: The SAT Scores for cohort 2010 ranges as follows:

- Critical Reading: 200-570
- Math 210-570
- Writing: 200-500

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT						
School Name:	Academy of Environmental Science Secondary High School					
District:	04	DBN #:	M635	School BEDS Code:	310400011635	

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 checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" 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	0	0	0		90.6/ 81.9	90.5/ 83.6	87.6/ 81.6		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.7	91.1	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	74	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	81	65	1		68.2	65.8	68.2		
Grade 8	112	76	53						
Grade 9	150	170	122	Students in Temporary Housing: Total Number					
Grade 10	107	137	164	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	92	51	52		6	23	TBD		
Grade 12	50	59	43						
Ungraded	0	0	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	666	558	437		10	12	2		
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		

DEMOGRAPHICS								
Number in Self-Contained Classes	65	53	33					
No. in Collaborative Team Teaching (CTT) Classes	1	2	12	Principal Suspensions	16	140	TBD	
Number all others	57	49	28	Superintendent Suspensions	40	46	TBD	
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)		2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0	
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	0	0	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	41	47	48	Number of Staff: Includes all full-time staff				
# ELLs with IEPs	5	5	8	(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	48	42	31	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	13	8	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	6	1	
	21	29						
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100	
American Indian or Alaska Native	0.4	0.9	0.9	Percent more than two years teaching in this school	62.5	54.8	84	
Black or African American	32.6	31.9	32.0	Percent more than five years teaching anywhere	45.8	40.5	64.5	
Hispanic or Latino	65.3	64.5	62.2					
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.8	2.7	Percent Masters Degree or higher	73.0	76.0	70.9	
White	0.4	0.5	0.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.3	94.4	98	
Multi-racial	0	0	0					
Male	53.4	55.2	56.3					
Female	46.6	44.8	43.7					

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input 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 checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
--	---

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<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:	X
	Math:	✓	Math:	X
	Science:	X	Grad. Rate:	X

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	✓	✓	X	X	X	X	58
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-	-	-	-	
Hispanic or Latino	✓	✓		X	X		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White						-	
Multiracial							
Other Groups							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	✓	✓		✓sh	x		
Student groups making AYP in each subject	4	4	0	1	0	0	

Key: AYP Status

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	NR/D	Overall Evaluation:	▶
Overall Score	NR/41.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶
School Environment (Comprises 15% of the Overall Score)	NR/5.8	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	NR/12.5	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	NR/23.3	Quality Statement 4: Align Capacity Building to Goals	▶
Additional Credit	NR/0.0	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?
-

A thorough school-wide review of transcripts in early Fall 2008 revealed that students in all cohorts suffered from a severe lack of credit and regents accumulation. The programming of these students had been done in a haphazard fashion with little regard to classes that were needed or, in many instances, students being scheduled for classes that they had already passed. Regents level courses were started in the sophomore year instead of in the freshman year and the previous year's single-year Algebra classes had been turned into two-year courses in May of 2008, depriving students of the opportunity to take the algebra regents as freshman. In addition, there had been a great deal of staff turnover and many of the remaining staff members were holding students to a very low standard. This was highlighted by the disconnect between transcript grades and regents exam grades.

During the 2008-2009 school year, we worked to remedy these deficiencies by:

- immediately beginning a thorough and ongoing transcript audit and review
- programming students for evening school based on actual need
- mandating extended day AIS for failing students
- providing Saturday regents prep in ELA, Global and Algebra
- optimizing the number of courses that students could take in summer school
- working with staff to improve instruction by: providing coaching in Math and Global Studies; providing one-on-one mentoring for our newest teachers; providing professional development of analyzing and using student data; providing one-on-one mentoring with supervisory staff; reviewing transcripts with staff and students to help make very clear what was needed to graduate.

These interventions allowed us to open the 2009-2010 school year with:

- a stronger, leaner, more focused faculty
- students who are more focused on learning and gaining the credits and regents necessary for graduation
- tighter programming to allow students to gain maximum credits in a minimum of time
- a calmer school environment which is resulting in very few student-on-student altercations and a severely reduced suspension rate as a result of same
- students having higher expectations for themselves with many working toward advanced regents diplomas and or early graduation

- greater student involvement in the school resulting in calmer, cleaner hallways and stairwells and a greater student respect for the materials displayed around the school
- regular grade and subject team meetings
- inquiry teams on the 8th, 9th and 11th grade levels

In addition, two new Assistant Principals were brought on to assist in supervision and instruction in their core competencies. This has allowed more work to be done by the administrative team. Despite these interventions, our cohort 2010 was still severely credit deficient starting the year in Fall 2009 making it extremely difficult to increase our graduation rate for these student over the previous years cohort. Given their situation, our best estimate for the 2010 graduation rate by August 2010 fell short of the goal we were striving to achieve, 57%. This was in spite of all the interventions that were put into place. That said, we see significant improvement with our 2011 cohort and are striving for a graduation rate of at least 60% or better. Going forward we are working toward providing more academic interventions at all grade levels and have reassigned our guidance caseload to better serve all of our students.

For our 2010 and 2011 cohorts we instituted the following:

- extremely tight programming for maximum credit accumulation
- counseling of all students with regard to potential graduation dates and diploma levels
- mandated regents prep during the AIS period for all students who need to repeat an exam in January
- additional regents prep on Saturdays for our most at-risk students who need to repeat an exam in January
- a coordinator of student affairs focusing of the college advisement process
- college advisement at every grade level with our partnership organization College for Every Student (CFES)
- intensive scheduling during the Spring semester to allow even faster credit accumulation for courses that were previously taken and failed
- the use of PLATO Learning Systems to assist in credit recovery
- implementing a four term block model of instruction to allow for faster credit accumulation and recovery

Our goals for cohort 2011 include Regents pass rates of 65% or better in all subject areas and a graduation rate of higher than 55%. We are concerned, however, that despite our best interventions our students may not be able to achieve a 65% pass rate in Global or United States History. The social studies courses have been reorganized. Professional development opportunities are being offered to social studies instructors to address curriculum and lesson planning. The social studies instructors are now highly qualified and appropriately licensed high school teachers. Math instruction continues to be an area of concern. The incoming freshman were programmed for a double period of Algebra and math instructors are engaged in revamping curriculum, aligning instruction to regents level, and designing an effective assessment strategy.

For our 2012 cohort we have instituted the following:

- a strong regents focus for every student with most students enrolled in 3 courses that terminate in a June regents
- regents prep during the AIS period for all students who failed the Algebra regents
- mandated Spring AIS for all students who fail one or more Fall marking periods in any subject

- mandated regents prep for our most at-risk students during the Spring AIS periods

Our ultimate goal is regents pass rate of 65% or better and an increase in proper credit accumulation to 70% or better with a graduation rate of at least 65%.

Based on our needs assessment, for our 2013 cohort we will institute the following:

- all students are taking 3 regents level courses (Earth Science, Global Studies, and Geometry)
- students will receive 10 periods of Earth Science and 10 periods of Global
- students will be programmed for 2 period of English in the Spring
-

Our ultimate goal is a regents pass rate of 65% or better and an increase in proper credit accumulation to 70% or better with a graduation rate of at least 65%.

Our successes during last year and to date are as follows:

- a safer school environment as measured by both the reduced suspension rate and the over all calmness of the building
- increases across the board in January and June Regents results which lead us to believe that we can achieve at least 65% passing in all subject areas for the 2011 cohort.
- increase in freshman credit accumulation
- First Place in Manhattan / Third place in the City in the annual Envirothon competition with a First Place in Soils at the State level and winners of the Envirothon Tee-shirt Design Competition

We are moving forward on working to improve student achievement in spite of the uncertainty the school faces since it was announced that the Department of Education planned to close the school.

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.

Goal Number 1: To improve credit accumulation and credit recovery as demonstrated by an increase in the # of student's on-track to graduate in four years in each grade level

- All students in grades 9-12 who are under-credited and off-track for graduation will be identified and programmed for courses needed for graduation in order to support the goal of improved graduation rates.
- AIS strategies will be implemented that will target students to help them accumulate credits and pass required Regents exams in order to graduate with their cohort.

Goal Number 2: To improve student performance on Algebra Regents exam by 3%

- Freshman students will be provided with double periods of instruction during the regular school day to support improved performance.
- AIS will be implemented in the afterschool and students will be identified and mandated to participate
- Professional development opportunities will be provided to math instructors to improve delivery of instruction and increase student achievement

Goal Number 3: To support student achievement in ELA through improvement of instruction across content areas

- Professional development opportunities will be provided to support improved academic achievement and success through the improvement of instruction
- Professional development sessions will focus on curriculum planning and mapping

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):

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve credit accumulation and credit recovery as demonstrated by an increase in the # of student’s on-track to graduate in four years in each grade level</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>	<ul style="list-style-type: none"> ▪ Strategies that will target students to help them accumulate credits and pass required Regent’s exams in order to graduate with their cohort will be implemented. ▪ All students who are under-credited will be identified and programmed for courses needed for graduation. ▪ Classes will be created and scheduled based on student need. ▪ Prep classes and courses will be created and offered in the after-school and on Saturdays to optimize chances of students to graduate in 4 years. ▪ Outreach will be conducted to raise graduation standards and increase the amount of regents and advanced regents diplomas awarded to students. ▪ PLATO systems will be used to supplement instruction and assist in credit recovery during the after school. ▪ A thorough transcript review process will begin in the 9th grade as a means of identifying students that lack credit(s) and/or need to pass required Regents exams. ▪ Starting in the 9th grade, lessons will be conducted with students and parents to inform of graduation requirements. ▪ Students and parents will be kept abreast of course outcomes and will be provided with necessary interventions to promote 4 year graduation rate. ▪ Two transcript review days will take place during the Fall and Spring. ▪ College awareness will be integrated into all grade levels as a means of supporting the 4 year graduation initiative.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where</i></p>	<ul style="list-style-type: none"> ▪ PLATO implementation will cost \$30,000 for 30 twelve month licenses. ▪ Manning the PLATO lab in the morning, at lunch, and after school will cost approximately \$30,000 for the year. ▪ C4E funds are being used to fund additional periods of Math in ninth grades as well as additional

applicable.

periods of science in the 10th and 11th grades.

Indicators of Interim Progress and/or Accomplishment

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

- The numbers of students identified early in the semester as in need of academic intervention services supports promotion of the 4 year graduation rate.
- The frequency and quantity of mid-marking period progress reports to alert parents and students of academic performance to date.
- The % of students that pass academic courses will be monitored and used to provide information on progress towards goal of 4 year graduation improvement.
- Guidance outreach will support this goal through regular letters that alert parents to student challenges in particular subjects.
- New Visions DATACATION tool will be implemented and used to promote parent and student awareness of graduation requirements.

Subject/Area (where relevant):

Mathematics

Annual Goal #2

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To improve student performance on Algebra Regents exam by 3%

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Students will be provided with additional periods of instruction during the regular school day to support improved performance.
- Freshmen students will be programmed for 10 periods of Algebra instruction daily.
- Instruction will be aligned to Regents level.
- Mathematics professional development sessions will focus on analysis of student learning outcomes and needs of students.
- Instructors will create curriculum maps, pacing calendars of lessons, and create uniform assessment tools.
- Professional development focusing on curriculum writing supported through New Visions funding.
- Title I will fund some of the professional development sessions beyond the regular weekly sessions as well as out of building sessions.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

Indicators of Interim Progress and/or Accomplishment

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

- Student performance on classroom assessments occurring on ongoing basis.
- Student performance on DYO assessments occurring on ongoing basis.
- Marking period grades will be issued two times per four-semester.
- Analysis of Mock Regents results.
- The revised curricular products.
- Improved student outcomes due to systemic analysis of performance data.

Subject/Area (where relevant):

Annual Goal #3

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To support student achievement in ELA through improvement of instruction across content areas

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Professional development sessions will focus on curriculum planning and mapping.
- Reading and writing in all content areas will be promoted to improve literacy.
- Professional development on implementation of common core state standards will be provided throughout the year.
- Uniform assessments that are aligned to regents level work will be developed and administered in all subject areas and all will include writing component.
- ELA instructors will collaborate to develop DYO assessments, analyze student work, and use information to modify instruction.
- Time will be built in to regular school day for professional development activities.
- Professional development funding that has been set aside in the school budget will be used to support activities.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

Indicators of Interim Progress and/or Accomplishment

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

- Frequency of meetings for common planning during school day.
- Classroom observations.
- Students' assessment results.

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	15	50	20	15	29	0	1	0
10	15	20	15	30	32	0	0	0
11	20	20	20	10	29	0	0	0
12	30	15	20	20	40	0	1	0

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • 9th period extended school day AIS small group or individual tutoring activities focusing on ELA regents preparation. • Saturday Academy Regents preparation program. • Regents preparation activities utilizing PLATO software during the regular school day. • Summer school classes will be scheduled and offered to students as needed. • Supplemental English college writing class may be offered during school day. • Supplemental double period English class for sophomore, junior, and senior students during school day. • SES small group and one-one tutoring will be offered in 9th period.
Mathematics:	<ul style="list-style-type: none"> • All 9th grade students will be programmed for 10 periods of algebra. • 9th period extended day academic intervention with small groups (6-10 students) or individual tutoring activities. • The Regents Recovery Review (R³) program for students who need a math regents class to graduate. • Saturday Academy and regents prep classes are planned for the late Fall and Spring semesters. • Mock Regents exams will be offered to all students in math classes both in early December, early January, early April, and early May with expectation of mandatory participation.
Science:	<ul style="list-style-type: none"> • All Living Environment classes will meet 10 periods weekly. • 9th period extended day academic intervention small group or individual tutoring activities. • After school make-up labs offered one-one or small groups. • Mock Regents exams will be offered to all students in science classes both in January and May with expectation of mandatory participation. • Students in lab classes will be provided with multiple opportunities to complete lab requirement during regularly scheduled class time or in during after school extra help sessions in order to reduce the number of students that may be barred at the end of the year.
Social Studies:	<ul style="list-style-type: none"> • 9th period extended day AIS small group or individual tutoring activities preparing them for intensive practice in the skills they will need for the Social Studies Regents. • Regents Express class will be offered for Regents preparation focusing on strategies for writing document based essays.

	<ul style="list-style-type: none"> • Saturday Boot Camp will provide intensive regents preparation. Mock Regents exams will be offered to all students in social studies classes both in January and May with expectation of mandatory participation.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Guidance counselors review student progress and credit accumulation and assign students to attend 9th period AIS tutorials. • PM school classes focusing on credit recovery are scheduled based on student needs for credit accumulation and graduation. • Regents prep is provided to students who require more intensive and concentrated review sessions in order to provide additional supports to pass required regents exams needed for on-time graduation. • Summer school classes focusing on credit recovery are scheduled based on student needs. • Individual counseling sessions scheduled as needed along with group counseling occurring both in office or via class room visits. • Referral services to community based organizations depending on students needs. • Student seminars both in classroom and in auditorium focusing on graduation requirements, social skills, study skills, conduct, interpersonal relationships. • Classroom lessons focusing on college awareness, goal setting, conflict resolution, high school choices, anger management. • Parental workshops to provide parents of at risk students with appropriate strategies for promoting academic success, and improving attendance. • Age and grade appropriate group counseling for social, emotional, and personal enrichment. • Daily and weekly checklists to monitor attendance and behavior for students identified as at risk due to absences and disciplinary issues • Collaborative outreach with classroom instructors and administration to address needs of students facing disciplinary action and to ease transition back into classroom. • Planning interviews for overage and under-credited students to discuss alternative setting for educational goals and career choices. • Mediation services to help students resolve peer conflict.
<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> • Assessment for intervention and proper placement of students on as needed basis. • One-one counseling services on as needed basis • Consultation with teachers, parents, administrators, and support staff on as needed basis. • Monitoring program development and evaluation of students with IEP's on as needed basis. • Serve on crisis-intervention teams on as needed basis. • Consult with community agencies on as needed basis. • Active involvement with community efforts to build healthy environments for children and families

<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> • Individual counseling sessions scheduled as needed along with group counseling occurring both in office and via class room visits. • Referral services to community based organizations depending on students needs vis a vis social and emotional issues • Student seminars in classroom focusing on social skills, conduct, and interpersonal relationships. • Age and grade appropriate group counseling for social, emotional, and personal enrichment. • Collaborative outreach with classroom instructors and administration to address needs of students facing disciplinary action and to ease transition back into classroom. • Mediation services to help students resolve peer conflict. • Career planning and high school articulation including transition planning with high school students during individual and group meetings. • Student centered case work inclusive of family members during school hours on as needed basis. • Ongoing evaluative reviews of student's performance results and academic activities as they relate to IEP standards with the goal of enhancing or modifying program. • Social/emotional evaluation of students on weekly basis or as needed.
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> • School nurse outreach with students on as needed basis. • On-site SAPIS counselor meeting with individual and small groups 2 days per week. • RSA Prevention/Intervention Counseling.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s): 9-12 **Number of Students to be Served:** 45 LEP 2 Non-LEP

Number of Teachers: 2 **Other Staff (Specify):** 0

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.

04M635- 2009-2010 LAP Narrative

In the 2009-2010 academic year, the **Academy of Environmental Science Secondary High School** served grades 8 to 12, with 8th grade phasing out at the end of June 2010. We are a free standing ESL program providing students with the mandated minutes of ESL instruction. Our LAP team consisted of our Principal, Irma Garceau, Modesta Peralta-Garcia, Assistant Principal and our ESL instructor, Kathryn Donahue. Ms. Donahue is a certified ESL instructor for grades K-12, with a license on file. There were 433 students in our school, including 50 ELLs; ELLs comprised 9.4% of the student population. Of all ELLs there were 42 in grades 9-12 and 8 in grade 8, these students that provided ESL instruction, during the school day according to their placement on the 2009 NYSESLAT scores. Our ELL students were provided with daily ESL instructional, and they were grouped and scheduled with consideration to their grade and English proficiency levels. Beginner level students were provided with three periods of ESL instruction a day 600 min. a week. The intermediate level students received 2 periods of ESL a day or 430 min. a week. The advanced students received 1 period of ESL a day (215 min. a week) and 1 period of English instruction a day (215 min. a week). We had 7 students in the 8th grade which were provided with their ESL services using a push in model of instruction; the ESL teacher pushed into the double period ELA class 5 periods a week. The beginner level 8th grade students received small group in a push-in model 5 times a week by the ESL teacher.

In total there were **433** students in the school with 50 categorized as current English Language Learners (ELLs). Most of our general population were former ELLs who spoke Spanish at home before entering school but now feel more academically comfortable when communicating and producing work in English. Many of our long term ELLs often communicate and also only feel comfortable academically when using English. The vast majority of our ELL students come from Spanish speaking backgrounds. Mandinka, Bengali, Albnaian, and Arabic are other home languages of ELLs in our school. Of the ELL population there were 10 SIFE students, 9 students with IEPs, of which 3 were full-time Special Education students, 20 long-term ELLs, and 4 ELLs that had between 4-6 years of service. Although our school only offers one program model for ESL instruction, parents were made aware of their options. Parent choice has been for a free standing ESL program. We have had only 3 newly admitted ELL student in the last few years; the Parent Orientation Video is shown to the parents of our newly admitted students.

Our **9th** grade ELLs were composed of 5 beginners, 8 intermediate, and 1 advanced students. Our **10th** grade ELLs were composed of 8 beginners, 11 intermediate, and 9 advanced students. Our **11th** grade ELLs were composed of 0 beginners, 0 intermediate, and 3 advanced students. Our **12th** grade ELLs were composed of 1 beginner, 1 intermediate, and 0 advanced students. Our school also serviced **14** SIFE students with ESL services. There were also **3** SIFE students who have tested out of ESL. All staff received information regarding these ELL populations during staff development meetings.

Our LAP team met several times during the semester to discuss the data, trends, programs, and individual students. This team consisted of Irma Garceau, principal; Modesta Peralta-Garcia, Assistant Principal for Special Education, ESL, and Social Studies; Kathryn Donahue, ESL Teacher and Coordinator; Daniel Simoes, Math Teacher; Lydia Irizarry, ELA Teacher, Rachael Estevez, Science Teacher and Yolanda Almodovar, Parent Coordinator.

IV. Program Description and Parent Choice

Working with Parents to Determine Programming: Knowing that parental participation is crucial to effective teaching and learning, we involve our parents as frequently as possible. As dictated by state and city regulations, this cooperation includes holding a conference with parents regarding the selection of the appropriate ELL education program. We educate and confer with parents in four ways.

A. **Parental Orientation Meetings.** At the beginning of each year, and as often as necessity requires, we use the city's film and other resources to explain the differences between Transitional Bilingual Education, ESL, and Dual Language programs, as well as explain the ways in which programs not currently offered at our school are and can be available to the parents and their children. Twice a year, in the Fall and Spring, a parent orientation is conducted for the ELL parents by the Assistant Principal and the ESL Coordinator. This usually takes place during the evenings of Parent teacher conferences or during the evening of Parent Orientation of Incoming Freshman Students. The parents have the opportunity to talk to groups of teachers about programs offered by the school, entitlements and other supports. If their child already attends the school they are also informed of their child's progress.

B. **Parent Survey and Program Selection forms, upon enrollment.** In accordance with city directives, our enrollment protocol includes the parent survey and the program selection forms. These forms, coupled with the parent orientation and the film resources, allows parents the most direct way to choose the program they feel most appropriate meets their child's needs.

1) When the students first enter the school system for the first time the process is different from students that enter our school from middle school that are already part of the system. Parents are given a Home Language Information Survey to complete. They are also interviewed by a pedagogue along with their child. If their home language is a language other than English, their child is given a LAB-R exam. If the student passes the LAB-R then she/he is not entitled to ESL services, however if she/he does not pass, then she/he is entitled to receive ESL services. Eventually this student will be tested through the NYSESLAT in the Spring Semester which further determines ESL services. Parents are also given orientation by the ESL Coordinator and shown a video provided by the New York City Department of Education that explain the 3 program models which the parents can choose from in order of preference through a Parent Survey and Program Selection Form. We encourage parents to complete the form at the end of the presentation, but some prefer more time, and if the forms are not returned we contact them and advice them that their child will be placed in our Freestanding ESL Program. If the parent chooses a program like Dual Language or TBE, which we do not offer, we recommend other schools within our district that offers it and the transfer process can be accommodated. As for our school we can only accommodate for ESL only.

2) In our school the students for the most part are already part of the system and therefore the process is different. Our students are given an orientation before they are admitted and we explain our programs and entitlements in great detail. In September, we place students according to their NYSESLAT scores which we obtain from ATS. Our ESL Coordinator along with the Assistant Principal and the Program Office work hand in hand to accomplish this tedious programming. We also give the parents the continuation letters informing them that their child is still part of NYC ESL programs.

C. **Continued Entitlement Forms.** Each spring, we send out letters to the parents of our ELL students giving them the opportunity to indicate interest in maintaining students in their current ESL program, or enrolling them in TBE or Dual Language. When parents indicate a preference to change programs, we give them a Program Selection form used for that purpose. Most parents tend to choose the Freestanding ESL program.

Many parents feel that there is an urgent need for their children to merge into the monolingual mainstream. Hence, some feel that a smooth total immersion is better. We have had no parents requesting a Dual Language/TBE Program. The reason for this may be that this is a High School and parents are very concerned with college admission. Additionally, because this is a high school, the parent also consults with the student. We discuss the student's concern as well as the parents concerns. We try our best to give the parents and students their requests if we have the resources available. The ESL coordinator keeps close contact with the ELL parents and students.

D. The LAP. Our LAP Committee, including both the Parent Coordinator and a representative parent, discussed at length the virtues of each program, as well as how each program could meet the needs of our students. The ideas generated and discussed proved very useful in understanding both the needs and wants of parents and students, as well as how we as educators can meet them.

With these mechanisms in place, parents select their preferred program and we accommodate these preferences according to policy. To date, our parents have almost uniformly expressed interest in ESL as opposed to TBE or Dual Language. The past year has shown that of the parents, who have returned surveys, none were categorized as preferring bilingual education or the dual language program. Students, who did not return the surveys, were then placed in the "Pending Bilingual" file by default. We have continued to make efforts to contact these parents, with those contacted reporting an ESL programming preference.

We think this trend stems from two sources. First, the program in place, with which we have had success, is the ESL program. Many newly-arrived parents, for many different reasons, prefer ESL programs with the belief that such programs will better meet their English-learning needs. Since our school is, at this point, ESL-only, parents feel comfortable with their children's enrollment. As the months and years progress and parents see their children benefiting from this program, they opt to keep them in it. As such, our program is aligned with parents' requests.

If those preferences begin to change, as they very possibly could, our program offering would change to meet them, in accordance with the established protocol.

Protocol for New Arrivals

When new students arrive to the school, our protocol is as follows:

- 1) The student and parent need to receive and fill out the Home Instructional Language Survey (HILS). If the ESL Coordinator is available on the first day of registration, when a parent is present, s/he will administer this survey. If not, a guidance counselor administers it. In either case, the HILS, once completed, goes to the ESL Coordinator for copying and recording.
 - 2) The parent must fill out an entitlement survey. Again, if the ESL Coordinator is available, s/he will complete this form. If not, a guidance counselor must complete it.
 - 3) If the HILS so indicates, the student must be tested under the Language Assessment Battery – Revised (LAB-R). This must occur within ten days of registration. The ESL Coordinator will administer this test.
 - 4) If the student is a Spanish language speaker, a licensed Bilingual teacher administers the Spanish LAB, also within ten days.
 - 5) Working with guidance counselors, the ESL Coordinator will place the student into the program appropriate to his/her needs and abilities.
- Additionally, each spring we send letters to parents with students in our program, allowing them to indicate their program preferences.

Assessment Analysis – Determining Student Needs and Aptitudes (in response to Part V, Sections A and B)

A student's comprehensive and subdivided New York State English as a Second Language Aptitude Test (NYSESLAT) serves as our basic tool in understanding student instructional needs and aptitudes. Our **9th** grade ELLs are composed of 5 beginners, 8 intermediate, and 1 advanced

students. Our **10th** grade ELLs are composed of 8 beginners, 11 intermediate, and 9 advanced students. Our **11th** grade ELLs are composed of 0 beginners, 0 intermediate, and 3 advanced students. Our **12th** grade ELLs are composed of 1 beginner, 1 intermediate, and 0 advanced students.

As recorded in the LAP worksheet, our students show **two significant trends**.

1) Remarkably high aptitude in speaking and listening, but lower aptitude in reading, and writing.

Of the 433 students enrolled this year, 5 tested as proficient while more tested at the advanced level in their combined speaking and listening skills. Of the remaining students the vast majority of our beginner level students are ninth graders, many of whom are very new to the country. While the majority of students, particularly in the 9th and 10th grades, show a beginner and intermediate level in reading and writing, these same students are proficient speakers and listeners. This finding does not surprise us, and confirms what decades of research have already suggested. Students learn Basic Interpersonal Communication Skills (BICS), best expressed verbally, much more quickly than they learn Cognitive/Academic Language Proficiency (CALP), which is often tested through the other modalities. This divergence is a reality of the ELL education enterprise, and our school is no different.

Given the trend identified in paragraph one above, our ESL instruction focuses appropriately on writing, reading, and listening activities. As we continue to address these concerns, we do so with ears and eyes open to new resources and strategies that might help us in this important endeavor.

2) Much higher concentration of ELLs in the lower grades.

Of our 48 ELL students, 37 are in the ninth and tenth grades. This should be a cause of both celebration and concern. On the one hand, many of our students are learning English to proficiency, leaving ESL for a monolingual program after two years. This shows learning and teaching success, of which we are very proud. We also have a number of holdover students in these lower grades who despite entering high school three and four years ago are still coded as being 9th and 10th graders due to a lack of credit accumulation.

Regents Examinations (each paragraph corresponding to the questions in part V, questions 1a, and 1b – 5)

Many of these students, as noted, are early in their high school careers, and will yet have other opportunities to take and pass these examinations. We look forward to evaluating their progress as the years progress. In evaluating our regents results it is evident that the majority of our ELL students are current 9th graders, hence, still not taking any regents. Our current 10th graders are provided with a two year course to master the Algebra regents.

In our administration of the Regents, we follow a protocol that leaves the selection of language to the student's private preference and discretion. Accordingly, each ELL is given *two* copies of the examination, one in English, and one in Spanish along with the corresponding glossaries. The student may refer to both as tools in completing the exam. This protocol precludes effective evaluation of student performance according to language preference, as the extent to which students use the Spanish or English versions of the exam remains under their purview, rather than ours. Additionally, each student is provided a Spanish-English glossary to use at his or her convenience.

We feel that the use of the native language, as a safety net but not a crutch, in the administration of these examinations encourages the students in a very productive way. Our students can feel comfortable assessing their own linguistic strengths as they take on the challenge of non-English Regents exams. Since these exams are not designed to test English proficiency, our students come to them with mature expectations and self-evaluations. If they know the material better in English (as is often the case in our ESL-only program), they use the English version. If, however, a word or instruction appears that they do not understand, they can check it against the Spanish version, often with positive results.

Planning for our ELLs – Meeting Time Requirements for Different Aptitudes (paragraphs correspond to questions 1 – 10 of Part VI, LAP Worksheet)

Our school had 17 students who have previously categorized as SIFE. The majority of these students (16) were recent arrivals who were at the beginner level (9 students total) and a mixture of recent arrivals and long term ELL students scoring at the intermediate level (20 total) with only 13 students testing at the advanced level. Instructors were made aware of these students are so that they could customize instruction for these students knowing that many of them lack the foundations of other students. Students who come to the Academy of Environmental Science Secondary School previously coded as SIFE are given many support systems to help them make up lost ground. Through the aid of differentiated instruction, after school tutoring in every subject, Saturday school to our most struggling students, we have been able to support the needs of SIFE students in a meaningful manner.

Our long-term ELL students made up our largest subgroup group (20 students). Many students in this subgroup were born in the United States to immigrant parents, growing up with fantastic, accent-less BICS but almost no CALP. With the ELA Regents beginning in the winter of their junior year, these students need a remarkable level of proficiency in English in a relatively short period of time. As a result, our best approach with these ELL students has been the ESL/ELA block schedule listed below. None of these long-term students are identified as beginner level students; instead, they simply need to increase their language skills beyond their BICS, particularly in writing, reading, and listening. Because of this, our intermediate and advanced classes place greater emphasis on literacy than on speaking skills.

Of our 50 ELL students, 9 were identified as having special needs. In order to provide support for this subgroup, we have positive and steady dialogues between our ESL Coordinator, Assistant Principal of Special Education, and the guidance counselors. These conversations alone provide significant insights into the various approaches needed for instructing these students. Beyond this connection, teachers learn how best to reach these students through professional development workshops provided in and outside of school, analysis of Individual Education Plans (IEPs) and private conversations.

The ESL curricula and delivery of instruction are aligned with the ELA curricula and delivery of instruction. Licensed teachers in both the ELA and ESL departments have received professional development training to support them in executing and delivering this curriculum. In the double block ESL classes, students engage in a highly structured, highly supported schedule which includes independent reading, independent writing, and group read aloud. Instruction is based in comprehensive units, largely, based on reading and analyzing novels useable in the Regents exam, essay writing, grammar and vocabulary building.

Our advanced students and many of our intermediate students additionally received instruction by ELA teachers. ESL and ELA teachers collaborate, and even team teach, these classes, contributing to a feeling of continuity in the classroom. Our ELA classes are based almost exclusively on building the skills of literary appreciation and interpretation, and the writing process. Because our program is an ESL and not a bilingual program, we do not have a Native Language Arts program. We would try to mirror such a class on its ELA counterpart, such that students are still acquiring the skills of literary analysis and appreciation, as well as developing the writing process, in their native language.

On the high school level, we have found that our ESL resources are best met through self-contained classes oriented toward building language skills using both ESL and ELA methodologies. As a result, our ESL teacher only does push-in with our 8th grade population. However, we have had some mixed successes in the past using these scenarios in the content areas, and, should the need arise, are ready to implement the programs in classes such as Living Environment, Math, Social Studies, and more.

As we look to the future, we hope to further streamline our ESL program such that all of our advanced students receive one period of ESL and two periods of ELA per day, while our intermediate students continue to receive the two periods of ESL taught according to the Ramp Up model.

Conclusion

The above narrative discusses the state of our ELL program model during 2009-2010, the steps that we took to improve our approach, and the plans we have to continue in that endeavor. We fully recognize that satisfying these students' educational needs requires a forward-looking thinking and planning, and we embrace that need with the plan outlined above. Besides increasing understanding of the resources already developed, we look forward to developing more of our own, such as curricula, texts, units, and lessons.

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.

We are going to offer workshops for our staff in WEST ED's QTEL program [quality teaching for English Learners]. We are going to set up study group for teachers in order to look at student work in order to learn strategies for scaffolding and supporting student learning. In addition, we will bring in consultants to provide additional professional support in scaffolding student work.

We will allocate money for per session and professional books and resources for staff to use as part of their involvement in this professional development and study group. We will attempt to create a year-long study group meeting once a month in the afternoons or evenings, with 3-4 members. So we will allocate 64 hours of per session for staff. The members of the study group will be responsible for developing and implementing a tool which will help us to assess and evaluate the progress of our ELL students over time.

Section III. Title III Budget

School: 04M635 BEDS Code: 310400011635

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	188 hours @ 49.89 = \$9,380	Per Session for Saturday Academy Per session hours for teacher participants in professional development Per session for staff involved in parent workshops
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5260	Instructional materials for Saturday Academy, study groups, and parent workshops, native language support materials for ELLs.

Educational Software (Object Code 199)		
Travel	N/A	N/A
Other	\$300	Refreshments for parent workshops
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We examined our demographic data and the data provided by our home language surveys and then examined the documents that are most frequently sent home. These documents include: information about Parent-Teacher Association meetings, school calendars, testing and graduation information, health updates, attendance notifications, student progress report updates.

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.

Our findings indicated that translation services are necessary in Spanish. According to the 'Home Language Report' in ATS, 38.9% of parents report that Spanish is the predominant home language. English is listed as the home language for 58.5% of parents; 2.5% of parents speak other languages (Arabic, Bengali, Cantonese, French, Mandinka, and Portuguese). We inform parents that Spanish translation services are available via the PTA and through announcements posted in the building.

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.

Language translation services are provided in house by a Spanish speaking staff and by a bilingual school secretary. All letters and written notices are sent out in English with accompanying Spanish translation. We have the ability to translate documents into Spanish in-house. In addition to the aforementioned individuals, we have a bilingual principal and assistant principal, bilingual para-professionals, and a Spanish speaking family worker. Several of these individuals are deemed highly capable of translating written documents to a credible standard. We propose to pay teaching and supervisory staff at a per session rate to translate documents into Spanish. All other translations will be done via the Office of Translation Services as we do not have staff on hand to provide the necessary assistance with languages other than Spanish.

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

Oral interpretation services are provided by bilingual instructors, school aides, and school staff. For data-sensitive interpretation such as suspension and guidance conferences, we have staff members with the ability to interpret one-one in Spanish, Italian, French, and Hindi. This ability is limited, however, to just a single person for each language. If the fluent staff member in the less common languages is not available, we will utilize the over-the-phone service provided by the Office of Translation Services

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>.

Compliance with parental notification requirements providing information with translation and interpretation services is made via newsletter and phone messages. The PTA is involved in informing parents as well. All newsletters and documents sent home will contain the requisite notice in all eight of the most common languages regarding translation and interpretation services.

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:	\$293,555.00	\$52,179.00	\$345,734.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,936.00	\$522.00	\$3,458.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,678.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$29,356.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **98%**
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.

We phased out the middle school and as a result all MS licensed teachers were excessed. High school licensed teachers were recruited and hired.

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

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.

Academy of Environmental Science Secondary School (AESSS) Parental Involvement Policy

- A. Parents are an essential part of the academic success of all students at the Academy of Environmental Science Secondary School (AESSS). AESSS values and welcomes parental involvement in all aspects of the educational process. We believe collaborative support between parents and the school is the key ingredient for fostering academic success. In order to make the most effective use of Title 1 funds, AESSS reaches out to parents and involves them in long-range planning through the School Leadership Team and the Parent-Teacher Association. In these forums, school policies are discussed and created regarding the use of Title 1 funds. This assures that the funds are being used to properly serve all eligible members of the AESSS community.**
- B. AESSS will put into operation programs, activities, and procedures for the involvement of parents. Those will be planned and operated with meaningful consultation of parents with participating children. In carrying out the Title I Parental Involvement requirement, AESSS will provide full opportunities for the participation of parents with limited English proficiency, and for parents of children with disabilities. AESSS will seek to promote parental involvement in decisions about how the Title I funds are allocated and spent.**
- C. The Title 1 program is reviewed in both PTA and SLT meetings and the implications of the funding are discussed. Parents of Title 1 eligible students are notified by mail of their child's standing and of the rights of that student in regards to Title 1 funded tutoring and academic intervention services. These services may include counseling, extended instruction in targeted subjects and supplemental materials where needed. Parental outreach allows us to make sure that the students are being supported at home as well as at school.**
- D. During the school year, each academic core subject area designs a presentation for the SLT and PTA to discuss academic goals and objectives. These presentations are designed to inform parents about how they can help their child be successful during the school year. We provide parents with information about the Title 1 programs in each core subject area and explain how these programs apply to specific categories of students. AESSS expects parents to play a key role at home to assure that their children are following up on the instruction provided in school. Parents are always welcome to contact the school to find**

out how they can provide additional support at home. Parent-Teacher conferences each semester allow parents to speak directly to teachers in order to discuss their child's progress.

E. Date of Required Annual review

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

Academy of Environmental Science Secondary School (AESSS) Parent Compact

The Academy of Environmental Science Secondary School (AESSS) along with the parents of students participating in activities, services, and programs funded by Title I will share in the joint responsibility for improved academic performance.

The school agrees to:

- **Work to provide standards based instruction in a supportive environment by working to develop curriculum and providing professional development to help achieve that goal**
- **Hold parent teacher conferences twice per year 2 days each semester**
- **Provide academic feedback 8 times per year**
- **Make staff accessible to parents either through appointments, drop in meetings, e-mail, phone calls**
- **Hold an annual meeting in consult with the PTA to inform parents of the schools involvement with Title I**
- **Provide parents with information in multiple formats and in an easily understood language**

Parents agree to:

- **Monitor their child's daily attendance**
- **Monitor completion of daily assignments**
- **Monitor daily television viewing habits**
- **Participate in school activities**
- **Stay informed of issues affecting child's education and following up with notices received from AES**

- **Volunteer to serve on school committees**

In order to bring all of our students to this high level, the Academy of Environmental Science Secondary School (AESSS) will provide additional services to all at-risk students as defined by Title 1 guidelines. These students will be provided with additional instruction in the areas needed through either supplemental classes during the day program or in the after school program. Such services may include but are not limited to:

- **One-on-one Tutoring with a highly qualified teacher**
- **Peer tutoring**
- **Small group tutoring**
- **Supplemental classes**
- **Academic counseling**
- **Supplemental materials**

Parents of Title 1 students are responsible for making sure that their children are doing all required homework and out-of-school assignments. Students should be allowed to stay beyond the school day in order to attend tutoring and outreach services. Parents are welcome to call the school in order to discuss their child's progress with the department supervisors. Parents will be notified as students improve and phase out of Title 1 programs.

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Refer to Needs Assessment; Annual goals; Action Plan; Academic Intervention Services; Lap Narrative; Bilingual/ESL Program Description

3. Instruction by highly qualified staff. **92.2 % of instructors are certified highly qualified and teach in their license areas.**
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. **All staff members are actively encouraged to engage in ongoing professional development opportunities to further develop skills. The school sets aside 45 minutes per week devoted to bi-monthly professional development activities. Professional development activities are designed to support classroom instruction in the content areas, identifying student learning needs to improve learning outcomes, building academic vocabulary to improve regents performance in all subject areas, and equipping instructors with strategies to enable them to differentiate instruction for students. Funds are set aside in the school budget to support these professional development activities. Instructors are able to attend professional development sessions and meeting during the school day.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **AESSS works with university partners and colleges to attract instructors rated highly qualified.**
6. Strategies to increase parental involvement through means such as family literacy services.

The Academy of Environmental Science engages in strategies to improve parental involvement including outreach efforts that involve mailings in both English and Spanish, translated phone messages, and translated back-packed messages. All school meetings are fully translated.

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.
Instructors are actively involved in the administration of predictive exams in ELA and math at the middle and high school. They are involved in designing their own assessments aligned to Regents exams. They have received training which will be ongoing on examining class and individual results to modify instruction and address areas that demonstrate need. Instructors have been trained in AQUI and ARIS.
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. **V An academic intervention period is built into the daily schedule in the after school. Students meet with instructors one-to one or in small groups.**
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. **All students are assessed for placement in math, and ELA placements prior to entering AESSS via a close examination of standardized test scores and course grades. Once placed at AESSS, students are constantly assessed via classroom and standardized exams. Our assessments result in placement of students into mandated academic intervention after regular school hours. Over the years our data has shown that when we focus on literacy, our students do better across the board. To that end we are proposing to lower class size in the humanities classes in the freshman and sophomore years. Smaller class size will better allow teachers to analyze student work and provide appropriate feedback. This increased attention to literacy skills in key years should cause an improvement in Regents scores in all subjects.**

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	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. 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	✓			\$293,555	✓	15-18, 21-23, 24-30
Title I, Part A (ARRA)	Federal	✓			\$52,179	✓	15-18, 21-23, 24-30
Title II, Part A	Federal						
Title III, Part A	Federal	✓			TBD – funds not yet released	✓	15-18, 21-23, 24-30
Title IV	Federal						
IDEA	Federal	✓			\$26837	✓	15-18, 21-23, 24-30
Tax Levy	Local	✓			\$2,099,673	✓	15-18, 21-23, 24-30

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

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: Corrective Action (CA) Year 1 **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.

In 2008-2009 AESSS was identified as a School in Need of Improvement (SINI) for English Language Arts and Mathematics. The 'Hispanic/Latino student Group' was identified for not making Adequate Yearly Progress (AYP) in English Language Arts, while the 'All Students Group' was identified for not making AYP in Mathematics.

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.
See page 17 and 18, (ELA, Mathematics)

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.

We will be contracting with JDL for ELA professional development. In addition, instructors in each subject area meet after school with their supervisor and with each other to collaboratively plan out lessons, compare best practices and develop new strategies for dealing with our high needs students.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Currently there is one teachers on staff that require mentoring. We do continue to support the 2nd and 3rd year instructors through professional development meetings.

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.

Parents were notified about the school's identification for improvement through letter's, through meetings at the school, and through phone calls.

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

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.)

6 Students

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

Additional Guidance support services are provided to students in temporary housing.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Academy of Environmental Science Secondary High Sc					
District:	4	DBN:	04M635	School	310400011635	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.6/81.9	90.5/	87.6 /
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	65	1	0				
Grade 8	76	53	2				
Grade 9	170	122	68				
Grade 10	137	164	102				
Grade 11	51	52	66				
Grade 12	59	43	68				
Ungraded	0	2	2				
Total	558	437	308				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.7	91.1	91.2

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	68.2	68.2	68.2

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	6	23	24

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	10	12	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	53	33	17	Principal Suspensions	16	140	60
# in Collaborative Team Teaching (CTT) Classes	2	12	9	Superintendent Suspensions	40	46	34
Number all others	49	28	26				

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	47	48	TBD	Number of Teachers	48	42	33
# ELLs with IEPs	5	8	TBD	Number of Administrators and Other Professionals	13	13	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	1

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
	21	29	107	% fully licensed & permanently assigned to this school	100.0	100.0	96.9
				% more than 2 years teaching in this school	62.5	54.8	66.7
				% more than 5 years teaching anywhere	45.8	40.5	60.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	76.0	81.8
American Indian or Alaska Native	0.9	0.9	0.6	% core classes taught by "highly qualified" teachers	97.3	94.4	95.3
Black or African American	31.9	32.0	30.8				
Hispanic or Latino	64.5	62.2	64.0				
Asian or Native Hawaiian/Other Pacific	1.8	2.7	3.9				
White	0.5	0.9	0.6				
Male	55.2	56.3	56.5				
Female	44.8	43.7	43.5				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	X	X	X	X	58
Ethnicity							

American Indian or Alaska Native	-	-	-	-	-	-	-
Black or African American	v	v	-	-	-	-	-
Hispanic or Latino	v	v		X	X		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							-
Multiracial							
Students with Disabilities	-	-	-	-	-	-	-
Limited English Proficient	-	-	-	-	-	-	-
Economically Disadvantaged	v	v		vsh	X		
Student groups making	4	4	0	1	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	F	Overall Evaluation:					NR
Overall Score:	32.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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 CFN 561-New Visions	District 04	School Number 635	School Name Academy of Environm
Principal Irma Garceau		Assistant Principal Modesta Peralta-Garcia	
Coach type here		Coach type here	
Teacher/Subject Area Kathryn Donahue/ESL		Guidance Counselor Jenifer Rabinowitz	
Teacher/Subject Area Jonathon Smith/Social Studies		Parent Yolanda Almodvar	
Teacher/Subject Area Aisha George/English		Parent Coordinator none	
Related Service Provider Joan Grice		Other Robert Werner/ESL	
Network Leader Derrick Smith		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	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	15

C. School Demographics

Total Number of Students in School	318	Total Number of ELLs	45	ELLs as Share of Total Student Population (%)	14.15%
------------------------------------	------------	----------------------	-----------	---	---------------

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.

1. Steps for identifying students who may be ELLs.
 When new students arrive to the school, our protocol is as follows:

- The student and parent are interviewed by the ESL teacher, Kathryn Donahue and/or the Assistant Principal, Mrs. Peralta-Garcia both educators have their appropriate licenses. Upon the completion of the interview it is determine if the students need to receive and fill out the Home Instructional Language Survey (HILS). Upon completion of the survey, we determine the need to give the student the LABR. Based on the preliminary grading of the LABR the HLIS form is filed in the students cummulative records and the ESL teacher and the guidance counselor program the student in the correct classes.
- The parent must fill out an entitlement survey and is shown the video that shows the programs available in NYC for their child.
- If the HILS so indicates, the student must be tested under the Language Assessment Battery – Revised (LAB-R). This must occur within ten days of registration. The ESL teacher will administer this test.
- Working with guidance counselors, the ESL teacher will place the student into the program appropriate to his/her needs and abilities.

2. Twice a year, in the fall and the spring, and thereafter as necessity requires, the Assistant Principal of ESL (Mrs. Peralta-Garcia) and a certified ESL teacher have a workshop to explain the three program choices for ELL students. The workshops are conducted in the students' native language and the content is based on the EPIC toolkit. We also explain the differences between Transitional Bilingual Education, ESL, and Dual Language programs, as well as explain the ways in which programs not currently offered at our school are and can be available to the parents and their children. Letters and phone calls are made to inform the parents of these events and the importance of these meetings. The parents have the opportunity to talk to groups of teachers about programs offered by the school, entitlements and other supports. If their child already attends the school they are also informed of their child's progress.

3. We distribute entitlement letters to students and parents each fall once the NYSESLAT scores are available. The ESL Coordinator and Assistant Principal of ESL work together to complete this task. Parent Survey and Program Selection forms are completed by parents upon enrolling their child in our school for new admits. Forms are parent survey and the program selection forms. These forms, coupled with the parent orientation and the film resources, allows parents the most direct way to choose the program they feel most appropriate meets their child's needs.

4. Identified ELL students are placed in the program chosen for them by their parents after returning the Program Selection forms. If an ESL instruction program is chosen, we meet with the parents and the student to explain to them what the program looks like in our school and what the student schedule would look like. This meeting takes place in their native language. If a bilingual program is chosen, and we have 15 or more parents/students have chosen this option, we will open a bilingual class. If less than 15 choose this option, we meet with the parents and stuydents to explore other program options within our school or find them a more appropriate placement in another school setting.

5. The trend for our students has been that parents choose the Freestanding ESL program that we offer. Many parents feel that there is an urgent need for their child to merge into the monolingual mainstream. In analyzing the Program Selection forms, all four parents of new admits have selected our Freestanding ESL Program this year. We have had no requests for the Dual Language/TBE Program. The reason for this may be, that this is a High School and parents are very concerned with college admission.

6. Our ELL parents continue to the program models offered at our school because they expressed that it is convenient and want their children to learn english and feel a free standing ESL program is better for their child. --

Part III: ELL Demographics

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

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	10	<input checked="" type="checkbox"/>	11	<input checked="" type="checkbox"/>
12	<input checked="" type="checkbox"/>										

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										6	2	2	0	10
Push-In										14	11	8	2	35
Total	0	0	0	0	0	0	0	0	0	20	13	10	2	45

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	5
SIFE	10	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	16	4	1	7	3	0	22	3	4	45
Total	16	4	1	7	3	0	22	3	4	45

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Yiddish										0	0	0	0	0
Other										0	0	0	0	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								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): N/A

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0									16	14	7	4	41
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic										2				2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	18	15	8	4	45								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. A) Instruction is delivered to our ELL students in two ways. Our beginning and intermediate level students receive additional support in a self contained class taught by our ESL certified teacher. Our current school schedule follows double period classes in English, Social Studies, Math and Science dependent on grade level.

1. B) Our 9th graders are in a double period social studies, math and science class. Our 10th graders are in a single period English class, and double period in science and math. Our upper graders are in either single period math with a double period English and science class. Due to the complexity of high school being dependent on credit accumulation, our ELL students are programmed according to credits needed. The ESL teacher pushes into the double period classes and the students are grouped together based on their course requirements. An

example is our 9th grade ELLs are in the same social studies class receiving instruction by our dual certified teacher in ESL and Social Studies.

2. A) The mandated number of instructional minutes is provided as follows:

Beginner ELLs:

45 minute self-contained ESL class meets everyday, 90 minute double period class in more than one content area with a push-in ESL teacher everyday.

Intermediate ELLs:

90 minute double period class in more than one content area with a push-in ESL teacher everyday.

Advanced ELLs:

45 minutes push-in everyday in a content area class.

45 minutes ELA instruction everyday

3. The ELL students receive content instruction in English with the support of our ESL teacher. They are provided with bilingual glossaries, and supplementary materials in their native language. Our Science classes provide our spanish speaking students with workbooks in spanish and glossaries to our non spanish speakers. Our ESL teacher continuously provides additional support in English language development using a varied ESL material that can support these students in the content area subjects. The ESL curricula and delivery of instruction are aligned with the ELA curricula and delivery of instruction. We are currently aligning the ESL curricula with the Common Core State Standards. Licensed teachers in both the ELA and ESL departments have received professional development training to support them in executing and delivering this curriculum. In the double block ELA classes, students engage in a highly structured, highly supported schedule which includes independent reading, independent writing, and group read aloud. Instruction is based in comprehensive units, largely, based on reading and analyzing novels useable in the Regents exam, essay writing, grammar and vocabulary building. Workbooks and textbooks at the various levels have been purchased and utilized by the ESL teacher in support of the ELA instruction.

In addition, the ESL teacher meets with content area teachers for common planning time to prepare lessons appropriate to the needs of the ELL students five times per week.

4. a. Our school currently has 10 students who have previously been categorized as SIFE. These students are a mix of recent arrivals and long term ELL students scoring at the intermediate level and advanced level. Instructors are made aware of these students are so that they can customize instruction for these students knowing that many of them lack the foundations of other students. Students who come to the Academy of Environmental Science Secondary School previously coded as SIFE are given many support systems to help them make up lost ground. Through the aid of differentiated instruction, after school tutoring in every subject, Saturday school to our most struggling students, we have been able to support the needs of SIFE students in a meaningful manner.

b. Of our 45 ELLs 16 students are identified our plan for Ells in the US schools less than 3 years, receive mandated ELA instruction, attend before/after school tutoring. The ESL teacher pushes into their classes. Through the aid of differentiated instruction, our students are prepared and progress fairly well. In addition, glossaries and supplemental materials are provided for them. Exams are translated into their native language. They also participate in any school activities as their general education peers.

c. Of our 45 ELLs, 7 students are identified with 4-6 years of service, these students can speak and listen to English and are progressing in their classes at the same pace as their peers. They receive additional tutoring and review through our afterschool AIS program. The ESL teacher pushes in to the content area classes and provides support in the classroom setting. They receive glossaries, adapted material, and with the use of differentiated instruction are passing their subject classes.

d. Of our 45 ELLs 45 long-term ELL students make up our largest subgroup group (22 students). Many students in this subgroup were born in the United States to immigrant parents, growing up with fantastic, accent-less BICS but almost no CALP. With the ELA Regents beginning in the winter of their junior year, these students need a remarkable level of proficiency in English in a relatively short period of time. As a result, our best approach with these ELL students has been the ESL/ELA block schedule listed below. None of these long-term students are identified as beginner level students; instead, they simply need to increase their language skills beyond their BICS, particularly in writing, reading, and listening. Because of this, our intermediate and advanced classes place greater emphasis on literacy than on speaking skills.

e. Of our 45 ELL students, 5 are identified as having special needs. In order to provide support for this subgroup, we have positive and steady dialogues between our ESL Coordinator, Assistant Principal of Special Education, and the guidance counselors. These conversations alone provide significant insights into the various approaches needed for instructing these students. Beyond this connection, teachers learn how best to reach these students through professional development workshops provided in and outside of school, analysis of Individual Education Plans (IEPs) and private conversations.

The ESL curricula and delivery of instruction are aligned with the ELA curricula and delivery of instruction. Licensed teachers in both the ELA and ESL departments have received professional development training to support them in executing and delivering this curriculum. In the double block ESL classes, students engage in a highly structured, highly supported schedule which includes independent reading, independent writing, and group read aloud. Instruction is based in comprehensive units, largely, based on reading and analyzing novels

useable in the Regents exam, essay writing, grammar and vocabulary building. Our advanced students and many of our intermediate students additionally receive instruction by ELA teachers. ESL and ELA teachers collaborate, and even team teach, these classes, contributing to a feeling of continuity in the classroom. Our ELA classes are based almost exclusively on building the skills of literary appreciation and interpretation, and the writing process. Because our program is an ESL and not a bilingual program, we do not have a Native Language Arts program. We would try to mirror such a class on its ELA counterpart, such that students are still acquiring the skills of literary analysis and appreciation, as well as developing the writing process, in their native language.

B. Programming and Scheduling Information--Continued

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

5. The ESL curricula and delivery of instruction are aligned with the ELA curricula and delivery of instruction. Licensed teachers in both the ELA and ESL departments have received professional development training to support them in executing and delivering this curriculum. In the double block ELA classes, students engage in a highly structured, highly supported schedule which includes independent reading, independent writing, and group read aloud. Instruction is based in comprehensive units, largely, based on reading and analyzing novels useable in the Regents exam, essay writing, grammar and vocabulary building. In this block class the ESL teacher is co-teaching to support these students. Our advanced students and many of our intermediate students additionally receive instruction by ELA teachers. ESL and ELA teachers collaborate, and even team teach, these classes, contributing to a feeling of continuity in the classroom. Our ELA classes are based almost exclusively on building the skills of literary appreciation and interpretation, and the writing process. Because our program is an ESL and not a bilingual program, we do not have a Native Language Arts program. We would try to mirror such a class on its ELA counterpart, such that students are still acquiring the skills of literary analysis and appreciation, as well as developing the writing process, in their native language.

On the high school level, we have found that our ESL resources are best met through a pull out model one period a day for our beginner students, this class is oriented toward building language skills using both ESL and ELA methodologies. Due to our success with the push in model with last year's 8th grade ELL we have extended the team teaching/push in model into our Living Environment, Math, Social Studies, classes. As we look to the future, we hope to further streamline our ESL program such that all of our advanced students receive one period of ESL and two periods of ELA per day, while our intermediate students continue to receive the two periods of ESL taught according to the Ramp Up model.

6. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to provide 9th period tutoring with our ESL teachers in the academic domain, in preparation for the NYS Regents Exams they will need to pass to obtain an HS diploma. They are paired with stronger performing students and also benefit from support from push-in ESL. These students are given extended time to complete exams and are able to use the bilingual glossaries. Their literacy skills are monitored to make sure they continue to make academic progress. Former ELLs receive testing modifications. They are also in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

7. We will evaluate our current model of largely push-in instruction and continue to make adjustments based on insights into student achievement and the changing ELL population. We are also committed to purchasing more instructional materials and technology to support all of our ELLs.

8. The pull-out model, implemented in previous years will be largely shifted to push-in and self-contained ESL classes. This will enable us to focus on content area subject matter and better prepare students for Regents exams. We feel that student performance in their content area classes as well as on the NYSESLAT will be greater with this shift. This also allows for more continued support for former ELL students.

9. ELLs are offered equal access to all school programs. Sports and extra-curricular clubs are made accessible to ELL students; there are

translated fliers and participating biligual staff and students encourage ELLs to participate.

10. There are numerous instructional materials used support ELLs. ESL textbooks and workbooks are used for newcomer ESL students. Leveled texts are made available or created for English classes, and copies of notes and presentations are often provided to ELL students. Instruction is also differentiated through the use of video clips, pictures, and access to internet resources (both in English and students' native language) to support their learning.

11. Native language support in our ESL program is offered through students' access to glossaries, translation websites, native language webistes and documents relevent to class work, and support from other bililingual students. Students are encouraged to support each other's learning and effort is made to arrange collaborative grouping with common native languages so they can provide native language support to one another.

12. Required services, support, and resources correspond to ELL's ages and grade levels. Student's literacy development is supported through age appropriate texts and differentiated materials. Materials and targetesd skills are essential standards-based skills needed throughout all core-curriculum classes.

13. We generally do not have a large number of newly enrolled ELL students. These students are given an orientation, by the guidance department. They are then paired with a peer to assist in adjusting to the school culture and procedures. In their content area classes they are also paired with more proficient students.

14. A Spanish laguage elective is offered to students in our school.

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)?

1. N/A
2. N/A
3. N/A
4. N/A
5. N/A

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.

1. Professional development is continuously received throughout the school year. All training acquired through formal university coursework, off-site conferences, and scholarly literature that is disseminated to the instructional staff as a whole through faculty and ESL team meetings. Our ESL teacher meets formally three times a week with the the Assistant Principal to discuss methodology, student progress, and coordinate unit planning. Both of our ESL teachers attend out of the building PD with Teachers College. Our ESL teachers participates in the Inquiry Team as well as individual grade team meetings. Through these activities ESL teachers are able desiminate ELL methodology with other teachers as well as influence school policy to meet the needs of ESL students. Off-site professional development opportunities are also offered to teachers when applicable. Teachers are informed of and independently (with administrative approval) choose professional development opportunities that are provided by the NYC Department of Education, Office of English Language Learners, as well as local universities.

2. At the beginning of the school year we provide an orientation for the entire staff, which includes, Assitant Principals, subject are teachers, guidance counselors and support staff. The ELL students are identified, and teachers are provided with strategies on differentiated instruction. We provide them with translation services in order for the teachers to communicate with the home. School wide professional development on strategies of working with ELLs. Teachers are provided with the book "Scaffolding Teaching, Scaffolding Learning" by Gibbons. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through

the workshop model, curriculum maps, and scope and sequence for each class. Guidance visit classrooms to assist teachers in the transition for the students from school to high school. Records are kept with sign in sheets and minutes of PD sessions.

3. Our staff is encouraged to participate in the WEST ED's QTEL program [quality teaching for English Learners.] We are going to set up study group for teachers in order to look at student work in order to learn strategies for scaffolding and supporting student learning. In addition, we will bring in consultants to provide additional professional support in scaffolding student work.

E. Parental Involvement

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

1. Parents of our ELL students are an integral parent of our community. They are active members of our PTA and SLT. They are invited to an orientation meeting that will be conducted by the ESL Coordinator and attended by available school administrators. The meeting is conducted in both English and Spanish. All school announcements and newsletters are sent home to parents in both English and Spanish. The ESL teachers and school support staff are involved in outreach. During the fall and spring semesters, orientation conferences are held for ELL parents regarding program requirements, student scholarship, attendance, Regents information, instructional standards, school expectations, and assessments. Our guidance staff and the Assistant Principal are all available to assist in this process. Parents are also invited to all Parent Association meetings held on a monthly basis. In addition, we will facilitate college awareness meetings for parents and students during the school year. These meetings will include refreshments for parents and students and will take place after the school day. We will also plan college visits for ELL students and their parents to increase early college awareness. We will offer several workshops over the course of the year to support parents of our ELL students and to help build parent and community involvement in the school. Topics may include: a. Familiarizing parents with the school policies, procedures, and curriculum. b. Familiarizing parents with state assessments that their children will be required to take and NYS graduation requirements.

2. Our school is not partnered with any SBO, however the SCAN Beacon afterschool program housed in our building complex is open and available to all our students.

3. Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services. All parents are encouraged to attend our monthly Parent Association meetings, however, we have always experienced a low turnout of parents of ELL students. Also, as ELL parents participate in other activities at the school throughout the year, such as our talent show, dinner and dance, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

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)										8	2	1	0	11
Intermediate(I)										6	3	2	2	13
Advanced (A)										6	7	5	2	20

Total	0	0	0	0	0	0	0	0	0	0	20	12	8	4	44
-------	---	---	---	---	---	---	---	---	---	---	----	----	---	---	----

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4		2	
Math <u>Algebra</u>	28	1	11	1
Math <u>Geometry</u>	15		2	
Biology				
Chemistry				
Earth Science	7		1	
Living Environment	14	3	7	
Physics				
Global History and Geography	15		4	
US History and Government	3	1	2	1
Foreign Language		9		7
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. We use Performance Series and Acuity exams to assess the literacy skills of our ELLs at the beginning of each year. We use the results from these assessments, as well as NYSESLAT and Regents results, to guide us in our programming and determine the type of support our students and teachers will need. The majority of our ELLs need additional support with building reading and writing skills, therefore we have scheduled them for a double period ELA or Social Studies class in which the ESL teacher pushes in. They receive additional support in AIS extended day. We are also providing more PD opportunities to help develop our teachers' teaching strategies in these areas. (please see Part V: Assessment Analysis)

2. As students move through our school (from 9th grade to 10th to 11th to 12th), they also steadily increase their proficiency levels (from Beginner to Intermediate to Advance to Proficient). Therefore, by 12th grade, we have more students who are at the Advanced level or as well as more students who scored Proficient on the NYSESLAT than in the lower grades.

We also noticed, by examining NYSESLAT and Regents data, the less proficient a student is on the NYSESLAT, the more difficulty they have on standardized exams (i.e. Regents) as well as difficulty with their class work.

3. After examining the NYSESLAT modality results, we see that students across all grades generally score higher on the listening/speaking portion of the exam, with many students scoring Proficient; and lower on the reading/writing portion of the exam, with no students scoring Proficient.

Depending on the modalities the students are more/less proficient in, content area teacher will incorporate more mini-lessons with that modality. In addition, work will be done during 9th period to provide further support to students, particularly in reading and writing.

4. a. As students spend more time in our school, we see that their proficiency levels increase. The more time they spend with academic interventions (during and after school), proficiency increases. We provide students with tests in English and their native languages; however, since they do not have this option for the ELA Regents, this is the exam students have the most difficulty.

b. Administrators and teacher teams have data meetings to review ELL assessments and use the results to drive instruction. Results are also reviewed at ELL department team meetings and shared with grade teams. Interventions and strategies are discussed during these meetings as well as during common planning times, and then implemented in classes.

c. We are learning that we still have work to do with helping ELLs in content areas gain academic proficiency, particularly in reading and writing for this reason we have changed .

5. a. N/A

b. N/A

c. N/A

6. Every year, we look at our assessments and student grades and compare this data to previous years. We also look at Performance Series and Acuity results in English and Math. We can see which teachers are more effective with ELLs and use that information to see how and

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.

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		1/26/11
	Assistant Principal		1/26/11
	Parent Coordinator		
	ESL Teacher		1/26/11
	Parent		1/26/11
	Teacher/Subject Area		1/26/11
	Teacher/Subject Area		1/26/11
	Coach		
	Coach		
	Guidance Counselor		1/26/11

	Network Leader		
	Other		