



PS/MS 498X
THE VAN NEST ACADEMY FOR ENVIRONMENTAL HEALTH
SCIENCES & TECHNOLOGY

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X498
ADDRESS: 1640 BRONXDALE AVENUE, BRONX, NY 10462
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE/NARRATIVE DESCRIPTION.....5

SECTION IV: NEEDS ASSESSMENT.....6

SECTION V: ANNUAL SCHOOL GOALS.....7

SECTION VI: ACTION PLAN.....8

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....9

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....10

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....12

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....14

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....15

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....21**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....22

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....23

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....24

ATTACHMENT: NEW SCHOOL PROPOSAL.....25

NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11X498 **SCHOOL NAME:** The Van Nest Academy for
Environmental Health Sciences &
Technology

SCHOOL ADDRESS: 1640 Bronxdale Avenue Bronx, NY 10462

SCHOOL TELEPHONE: 718-409-3001 **FAX:** 718-409-3002

SCHOOL CONTACT PERSON: Carol Ann Gilligan,
Principal **EMAIL ADDRESS:** Cgillig2@schools.
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

***SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Lila Kawas

PRINCIPAL: Carol Ann Gilligan

***UFT CHAPTER LEADER:** Guarinelly Hernandez

***PARENTS' ASSOCIATION PRESIDENT:** Odalis Popoter

***STUDENT REPRESENTATIVE:**
(Required for high schools)

***ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 606

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Elizabeth White

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>)

Name	Position and Constituent Group Represented	Signature
Carol Ann Gilligan	*Principal or Designee	
Guarinelly Hernandez	*UFT Chapter Chairperson or Designee	
Odalys Popoter	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Erika Sevall	Member/ Parent	
Denise Tapia	Member/Parent	
Jessica Rivas	Member/Parent	
Marie Nangle	Member/Parent	
Keila Blake	Member/Teacher	
Meredith Benvenuto	Member/Teacher	
Lila Kawas	Member/Teacher	

SECTION III: SCHOOL PROFILE

Narrative Description

The Van Nest Academy for Environmental Health Sciences and Technology will provide a nurturing, inclusive learning environment that develops each of our diverse K-8 learners academically, socially, physically and emotionally through a commitment to environmental stewardship that defines local environmental health issues and the role our students play in shaping the future of their community. The rich, authentic, real-world exploration of people, places and information our school will offer and our dedication to providing technology-rich, project-based lessons across multiple disciplines will serve the individual interests, talents, learning styles and abilities of each student in our school.

The primary goal of our school is to produce public health-minded citizen scientists who reflect the values of our “Learn and Serve” philosophy. Recognizing that environmental factors influence 85 out of the 102 categories of diseases and injuries listed in The World Health Report, **The Van Nest Academy** will provide a rigorous and relevant inquiry-based education in Environmental Health Sciences to create students who are problem solvers, armed with the critical thinking, research and collaborative skills and knowledge required to recognize and overcome challenges both locally and globally. Our close partnerships with the Albert Einstein College of Medicine, NY Botanical Garden and Bronx River Alliance will provide rich opportunities for students to work closely with medical and environmental education staff in researching the history, causes and impact of specific health issues within the community.

Five yearlong Eco-Health themes (Nutrition, Air Pollution, Water Pollution, Infectious Diseases, and Non -Infectious Diseases) will augment the core curricula in literacy, mathematics, social studies and science and provide the context in which students synthesize how environmental factors impact themselves, their families and community.

In working with real world scientists both in the classroom and in their own workplace, students will be provided role models to encourage them to become creative problem solvers, insightful leaders and responsible citizens who will thrive in our ever-changing world.

With the schoolwide availability of a wide range of technological tools (individual laptops, classroom computers, mobile science labs, Smartboards and digital presenters, fully equipped science labs, computer weather station and a multimedia production room), students will engage in dynamic instruction designed to empower them as learners. Technology will not be taught in isolation but will be infused throughout all lessons to model its use as a medium for learning and accessing knowledge, a tool which makes life and work easier, and an instrument to help solve problems.

We, the staff at VNA are committed to the belief that Science education—meaning education in science, mathematics, and technology—will help students to develop the understandings and habits of mind they need to become compassionate 21st century adults, **able to think for themselves and to face life head on.**

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 City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. 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: New 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 are the most significant aids or barriers to the school's continuous improvement?
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As a new school beginning with K and 1st grade in elementary and 6th grade in middle school, our greatest challenge is that we began the school year with little to no data upon which to plan for instruction - no School Progress Report, School Report Card, NYSTART or ARIS data to provide disaggregated data for our students.

However, based on the ATS reports we did have access to we noticed an area of concern in our current 6th graders attendance.

According to ATS for this year's 6th graders as a 5th grade class in other schools, average attendance for our incoming students was 94%. This is not a satisfactory rate for a K-8 school with 212 students. Additionally, after two months of school, the overall attendance trends for K, 1st and 6th are as follows:

Kindergarten attendance rate at 94.65%

1st grade attendance rate at 95.85%

6th grade attendance rate at 93.83%

Our current early childhood attendance rate is troubling and needs to be addressed, while our current 6th grade attendance rate certainly needs to be improved.

Another area of challenge is to be found in creating a cohesive parent/student/staff community, especially in a school that will be adding grades in both elementary and middle school levels simultaneously each year until we reach our full K-8 capacity. Immediately at summer orientation, we began to "get to know" the school community with informal surveys, interviews, conversations and inventories with parents, teachers and students.

As the fall progresses and outreach is made to parents to establish the PA, SLT, provide workshops and establish our Learning Leaders program, one major concern arises in the slow increase of parent involvement.

Additionally, a crucial challenge to our instruction is the need for the creation of our own curriculum maps, personalized for our community of teachers and students. Each teacher came to our new school from different backgrounds with different ideologies for curriculum and instruction. The work begun in curriculum mapping in the summer is constantly being developed, reflected upon and revised throughout the year on a weekly basis.

In strategically planning for improving attendance rates and creating cohesive, vertically aligned curriculum maps simultaneously, we will be able to raise student performance.

A review of the available student data for our 6th grade students revealed that on the 2010 NYS ELA Exam:

- 8% scored at Level 4, with 100% at low to mid level 4, in jeopardy of slipping to a level 3
- 41% at Level 3, with 0% at a high Level 3
- 41% at Level 2, with 38% at a high Level 2, pushable to Level 3
- 9% at Level 1 with 100% scoring a very high Level 1, certainly pushable to Level 2
- 32% of the students placed in the 75th growth percentile from the 2009 ELA State Exam, while the city average was 25% growth.

The 2010 NYS Math State Exam revealed:

- 12% scoring at Level 4, with 100% low to mid level 4
- 58% at Level 3, with 25% scoring at a high level 3
- 28% at Level 2, with 55% scoring at a very high level 2
- 2% at Level 1, with 100% at a very pushable high Level 1
- 33% of the students placed in the 75th growth percentile from the 2009 Math State Exam.

Our Data Inquiry Team will be focusing on developing strategies to improve the performance of our Level 2 and 3 students in Math and ELA. One barrier that exists is that as a new school we had to choose a completely brand new entry point to examine our student data and plan for instructional interventions.

Although The Van Nest Academy is a new school, most of the staff are far from novices. All are experienced instructors and each brings unique talents to the school. The staff is eager to implement new strategies that reflect the needs of the students, as well as the latest researched-based educational trends. Our teaching staff has constantly demonstrated their willingness to ensure a successful school year by voluntarily meeting throughout the summer and going above and beyond our expectations in the time they freely give to instruction and the students before, during and after school. The Van Nest Academy is privileged to have this seasoned, dedicated staff that is eager to create a learning environment where parents, students, teachers and administrators gain knowledge from each other and ultimately ensure success for all.

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.

Goal #1 : **To improve student performance and maintain continuity of instruction by increasing the average attendance rate of our current 6th grade.**

In the 2010-2011 school year, 6th grade student average attendance rate will improve by 3%, increasing from 94% to 97%.

Goal #2: **To create a collaborative, involved school community and a culture of trust and respect among students, staff and parents.**

By June, 2011, 90% of our parent population will have attended at least 5 school functions throughout the school year as measured by sign-in sheets and agendas of events.

Goal #3: **To create a collaborative, involved school community and a culture of trust and respect among students, staff and parents.**

By June, 2011, all staff will communicate and collaborate with colleagues and parents regarding individual student needs and progress as measured by conference logs, PLT agendas, email archives and progress reports.

Goal # 4: **To improve vertical planning and understanding of what students should know, understand and be able to do at each grade level by the end of each unit and year and to increase opportunities for cross-curricular instruction.**

By the end of the 2010-11 school year, teachers will have created, implemented and revised common core state standards-based curriculum maps in the subject areas of ELA, Math, Science, SS, Health and Physical Education

Goal # 5: **To increase overall 6th grade student achievement in ELA**

By June, 2011, 30% of 6th graders will be in the 80% percentile or higher as measured by the gains made in the 2011 NYS ELA exam.

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.

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance and maintain continuity of instruction by increasing the average attendance rate of our current 6th grade.</p> <p>In the 2010-2011 school year, 6th grade student average attendance rate will improve by 3%, increasing from 94% to 97%.</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"> • School aide devoted entirely to attendance scanning, record keeping and improvement. • Teachers and office staff collaborate to make calls and send emails home if child is absent 2 days in a row • Utilize attendance teacher to make home visits and outreach to students who haven't returned after 3 days consecutive absence • Monthly letters mailed and backpacked home apprising parents of number of days their child was absent and/or late to school. • Prominent Attendance Bulletin board in lobby tracking monthly class attendance rates and students with 100% attendance • Parent coordinator, PA and SLT enlisted to model and stress importance on excellent attendance of all students • School social worker makes outreach to parents having difficulty sending their children to school consistently and ascertain if the school can assist with strategies to improve individual attendance – organize group drop-offs by baby sitters/caretakers, advocate for bussing eligibility with OPT • Funds used to purchase incentive rewards for students with perfect monthly attendance, highest attendance • Funds used to purchase rewards at end of year awards ceremony for best overall attendance in each class and for grade • Highlight and circle number of days absent and late on individual student report cards and conference with parents on need for improvement • Encourage formation of student government with grade representatives to survey students and propose suggestions for change in school systems and structures to make coming to school an exciting, fun experience • Address all bullying and discrimination with Respect for All campaign to ensure a safe, worry-free environment for all students to enjoy

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

- School aide devoted entirely to attendance scanning, record keeping and improvement.
- Teachers and office staff collaborate to make calls and send emails home if child is absent 2 days in a row
- Utilize attendance teacher to make home visits and outreach to students who haven't returned after 3 days consecutive absence
- Parent coordinator, PA and SLT enlisted to model and stress importance on excellent attendance of all students
- School social worker makes outreach to parents having difficulty sending their children to school consistently and ascertain if the school can assist with strategies to improve individual attendance – organize group drop-offs by baby sitters/caretakers, advocate for bussing eligibility with OPT
- OTPS supplies and books and GSF Funds used to purchase incentive rewards for students with perfect monthly attendance, highest attendance
- OTPS supplies and books and GSF Funds used to purchase rewards at end of year awards ceremony for best overall attendance in each class and for grade

Indicators of Interim Progress and/or Accomplishment

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

- ATS reports showing marked improvement in
 - average monthly attendance by grade, class and student
 - average yearly attendance
 - average should be 97% and greater
- Increase in student performance on class quizzes, exams and assignments due to continuous attendance
- Increased student achievement on state ELA and Math exams
- Make Adequate Yearly Progress on school report card for attendance
- Increased numbers of students attending and eating breakfast Sept – 40%; Oct. – 44%; Oct. – 50%; Nov.- 53% and by June- 70%.
-

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a collaborative, involved school community and a culture of trust and respect among students, staff and parents.</p> <p>By June, 2011, 90% of our parent population will have attended at least 5 school functions throughout the school year as measured by sign-in sheets and agendas of events.</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"> • Commitment to developing personal rapport with K and 1st grade students and parents throughout spring application and summer pre-registration period • Parent student orientation in August to tour school, participate in parent breakout sessions with administration to go over handbook and parent-school compact and student breakout session with teachers to explore classrooms, meet peers and teachers, develop rules and expectations and complete interest and learning style surveys • Campaign to get all blue cards, medical forms and lunch forms in at orientation so that we have accurate contact information, up-to-date medical and 504 information on students for planning purposes and so that we can get the Title I funds we desperately need to serve our community • Advertise school functions in local papers and elected officials' websites and newsletters • Parent Coordinator works with all parents and creates a website for Parent counseling, with the assistance of our school social worker • Parent workshops in literacy, math, technology, social studies, and science are provided, as needed, according to interest surveys and needs assessments. • ARIS parent link workshop and basic email access workshops provided to parents by other parent volunteers and teachers • Saturday Academy or evening workshops provided for ESL parents during which parents from many different backgrounds learn English, American culture, and PS/ MS 498 curriculum • Implement a D11 Learning Leaders program partnership. Host 3 day parent training on premises for all of D11 in order to make it easier for our parents to attend • Learning Leaders will offer parent workshops monthly to focus on our parent population needs: transitions to MS, adolescent development, Balanced Literacy and EDM and Impact math programs • Utilize parent learning leader volunteers in needed areas in School Library, classrooms to assist in small group instruction and AIS, technology integration, media production • Message board outside school entrance with weekly announcements and events • School newsletters for staff and parents • Hire staff to represent the various cultures and languages spoken in the community. There is someone always available for Spanish, Albanian and Italian translations.

	<ul style="list-style-type: none"> • Host “Family Night” Celebrations in math and science • Family lunch days- Parents can sign up to have lunch with their child • Parent Open Houses in September to welcome new parents and provide opportunity to speak with classroom teachers about curriculum and instruction and in March to entice new Kindergartners and 6th graders • P/T conference nights in November and March with incentives for all parents who attend • Campaign for email addresses to correspond digitally, as well as via USPS and backpacking • Use of Title I monies to translate all pertinent correspondence for parents • Host events in which staff, students and families can mingle and/or work together for a common goal (i.e. Breast Cancer Walk, Columbus Day Parade, Ribbon Cutting Ceremony for our Campus, Eco-Health Challenges, Health Fair with Einstein College of Medicine Partner, 2 Annual Education Through Music Performances, Awards ceremonies, field trips, projects) • Teachers are elected to the Leadership Team to make up 50% of the team. Collaborate with parents in creating Parent-School Compact and CEP aligned with our goals and mission of the school. • Staff and Parents handbooks to provide clear expectations for all school community members • Main office staff trained in defusing situations and ensuring that all parents (customers) have either left the school with a particular matter resolved or with the assurance that their concern is important to the school and will be handled with care and proper follow-up • Staff supported PA meetings • School website for parents and students and open email communication with staff
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Parent Coordinator works with all parents and creates a website for Parent counseling, with the assistance of our school social worker • ESL teacher provides Saturday Academy or evening workshops provided for ESL parents during which parents from many different backgrounds learn English, American culture, and PS/ MS 498 curriculum • OTPS food and consultation and Parent coordinator OTPS funds used to implement a D11 Learning Leaders program partnership. Host 3 day parent training on premises for all of D11 in order to make it easier for our parents to attend. • Utilize parent learning leader volunteers in needed areas in School Library, classrooms to assist in small group instruction and AIS, technology integration, media production • OTPS translation and Interpretation funds, Title I utilized to improve communication with parents

	<ul style="list-style-type: none"> • SLT funds used to compensate team for monthly efforts in meetings • OTPS and NYSTL software funds used to create school website • OTPS printing supplies funds used to advertise all events, programs and initiatives to school community
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas and sign in sheets for meetings and workshops, minutes of meetings • LE survey, informal surveys to keep abreast of positive feedback and suggestions for improvement • Parent emails and letters of feedback • Soft data from parent, student and teacher conversations • Improved Attendance at PA, SLT meetings and school functions • Teacher volunteers for hosting clubs afterschool and Saturdays • Increased utilization of parent volunteers in classroom and school functions • Improved communication between parents and staff • Increased numbers of students attending and eating breakfast

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To create a collaborative, involved school community and a culture of trust and respect among students, staff and parents.</p> <p>By June, 2011, all staff will communicate and collaborate with colleagues and parents regarding individual student needs and progress as measured by conference logs, PLT agendas, email archives and progress reports.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Commitment to developing personal rapport with K and 1st grade students and parents throughout spring application and summer pre-registration period • Parent student orientation in August to tour school, participate in parent breakout sessions with administration to go over handbook and parent-school compact and student breakout session with teachers to explore classrooms, meet peers and teachers, develop rules and expectations and complete interest and learning style surveys • Campaign to get all blue cards, medical forms and lunch forms in at orientation so that we have accurate contact information, up-to-date medical and 504 information on students for planning purposes and so that we can get the Title I funds we desperately need to serve our community • Parent Coordinator works with all parents and creates a website for Parent counseling,

- with the assistance of our school social worker
- ARIS parent link workshop and basic email access workshops provided to parents by other parent volunteers and teachers
 - Utilize parent learning leader volunteers in needed areas in School Library, classrooms to assist in small group instruction and AIS, technology integration, media production
 - Message board outside school entrance with weekly announcements and events
 - School newsletters for staff and parents
 - Hire staff to represent the various cultures and languages spoken in the community. There is someone always available for Spanish, Albanian and Italian translations.
 - Host “Family Night” Celebrations in math and science
 - Parent Open Houses in September to welcome new parents and provide opportunity to speak with classroom teachers about curriculum and instruction and in March to entice new Kindergartners and 6th graders
 - PT conference nights in November and March with incentives for all parents who attend
 - Campaign for email addresses to correspond digitally, as well as via USPS and backpacking
 - Use of Title I monies to translate all pertinent correspondence for parents
 - Host events in which staff, students and families can mingle and/or work together for a common goal (i.e. Breast Cancer Walk, Columbus Day Parade, Ribbon Cutting Ceremony for our Campus, Eco-Health Challenges, Health Fair with Einstein College of Medicine Partner, 2 Annual Education Through Music Performances, Awards ceremonies, field trips, projects)
 - Staff summer week-long retreat with PD in collaboration, commitment to mission and vision for academic excellence, team building, trust, curriculum mapping, assessment, interdisciplinary planning and developing systems and structures for a brand new school
 - All teachers receive training in using data to drive instruction. ARIS trainers provide onsite training.
 - Professional development for teachers in utilizing NYSESLAT data to target specific areas in need of improvement with our ELLs, as well as Math and ELA data to target content and skills needed by sixth graders.
 - Teachers are elected to the Leadership Team to make up 50% of the team. Collaborate with parents in creating Parent-School Compact and CEP aligned with our goals and mission of the school.
 - Committees, such as Grade Leaders, Consultation, Curriculum, Child Study, Inquiry Team, and Academic Intervention, are comprised of teachers from various grade levels and disciplines who meet monthly to plan and review information.
 - 1:1 periodic meetings with teachers to develop and monitor personalized action plans for their professional growth
 - School Social worker – works with and utilizes university interns to expand our counseling program for the whole child -encompassing families, as well as students.
 - Staff and Parents handbooks to provide clear expectations for all school community

	<p>members</p> <ul style="list-style-type: none"> • PBIS program and student discipline system to provide clear expectations for behavior and timely rewards and consequences. Parents know immediately via personal conversation, phone, letter and/or email how their child is behaving in school. • Main office staff trained in defusing situations and ensuring that all parents (customers) have either left the school with a particular matter resolved or with the assurance that their concern is important to the school and will be handled with care and proper follow-up • Collaborate with Campus sharing Charter and D75 schools – Learning buddies program • Staff supported PA meetings • School website for parents and students and open email communication with staff • Provide teachers with journals to encourage self-reflective practice • Scheduling of teacher programs to provide maximum time for collaboration, PD and PLT meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Parent Coordinator works with all parents and creates a website for Parent counseling, with the assistance of our school social worker • ESL teacher provides Saturday Academy or evening workshops provided for ESL parents during which parents from many different backgrounds learn English, American culture, and PS/ MS 498 curriculum • OTPS translation and Interpretation funds, Title I utilized to improve communication with parents • SLT funds used to compensate team for monthly efforts in meetings • Title I PD funds used to train and develop staff in areas of need • OTPS and NYSTL software funds used to create school website • OTPS printing supplies funds used to advertise all events, programs and initiatives to school community
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers routinely seek opportunities for professional development, ensure safety of students, assist in entrance and dismissal • Teacher reflection journal entries reveal purposeful planning from inquiry work • Staff meet regularly to discuss revision of existing systems and structures to improve organization and operation of school • Agendas and sign in sheets for meetings and workshops, minutes of meetings • LE survey, informal surveys to keep abreast of positive feedback and suggestions for improvement • Parent emails and letters of feedback • Soft data from parent, student and teacher conversations • Improved Attendance at PA, SLT meetings and school functions

	<ul style="list-style-type: none"> • Teacher volunteers for hosting clubs afterschool and Saturdays • Increased utilization of parent volunteers in classroom and school functions • Improved communication between parents and staff
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<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve vertical planning and understanding of what students should know, understand and be able to do at each grade level by the end of each unit and year and to increase opportunities for cross-curricular instruction.</p> <p>By the end of the 2010-11 school year, teachers will have created, implemented and revised common core state standards-based curriculum maps in the subject areas of ELA, Math, Science, SS, Health and Physical Education</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"> • Send lead team of 5 staff members to CFN 606 Summer PD in Common Core State Standards • Lead team turn-keys PD to staff during week-long staff retreat in August • Staff provided Core standards and core curricula in each subject area to define the learning outcomes (what students should know understand and be able to do) for each student, in each grade • Collaborative curriculum planning by grade teams • Phase 1: Armed with planning guides and pacing calendars for each subject area program and existing curriculum maps from previous schools, and following backwards design model, teachers begin stage 1 by mapping out whole year of each subject area’s Essential Questions by month, taking care to align multiple subject areas • Phase 2: teachers incorporate UBD stage 2 and 3 by zooming in to map out each month’s plan for each subject area with what students will Know, Understand and be able to do by end of month and the evidence of learning expected. • Phase 3: teachers then create daily learning plan for each month in each subject then create learning plan with daily lessons sketched out for month • 6th grade content area specialists work with early childhood grades to provide support in mapping and interdisciplinary planning • Open school in September with detailed curriculum maps planned through Oct 31st.

	<ul style="list-style-type: none"> • Throughout year, teacher teams will always be planning ahead for next group of months, but also reflecting upon and revising the map for the previous month. By the spring, we will have detailed curriculum maps in each subject across the 3 grades, which can then be put to final review and revision in June. • Program weekly opportunities for collaboration on mapping, revision and implementation of lessons and maps • Collaborate in grades and make as interdisciplinary as possible • Provide journals to self-reflect on what worked and didn't...missed opportunities for interdisciplinary lessons, activities that can be done next year...the purpose is to revise • Align units to grade specific Eco-Health themes • Provide push-in of 6th grade content area teachers into Early Childhood grades during science and math classes to provide support in small group instruction or planning/implementation of lessons • 100% of all classroom teachers, ESL, AIS teachers, and SETSS teachers in grades K, 1 and 6 will participate in weekly planning for curriculum maps and monthly unit plans • Unit plans will be overseen by administration and distributed to all teachers on the grade level • Copies of all unit plans will be kept on file in the main office
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Lead team turn-keys PD to staff throughout school year. Teacher per session money provided. • Staff provided Core standards and core curricula in each subject area to define the learning outcomes (what students should know understand and be able to do) for each student, in each grade • OTPS PD money and Title I PD money utilized for professional development time and consultants • Teacher Per diem funds utilized for coverages of staff sent out to off-site workshops/training • Programming of school to allow maximum time for common planning within departments and grades
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Walk-throughs in classrooms to see lessons aligned to maps • Phase 1, 2 and 3 draft curriculum maps completed 2 months in advance with later revisions monthly and in June. • Consistent staff journaling and voicing of suggestions for improvement during PLT and staff meetings • Increased voluntary invitations and requests for intervisitation among peers and additional push-in from buddy grade teachers • Consistency in instruction and assessment among classes in same grades • Continuity of instruction between contiguous grades as each grade team is aware of

	<p>where their students should be by end of year in order to be prepared for next grade. Also teachers are confident in knowing specific curriculum is learned in previous year's grade.</p> <ul style="list-style-type: none"> • Increased opportunities for cross-curricular activities and units noted and implemented, or at least reflected upon for implementation next year. Teachers become aware of natural connections between subject areas and communicate their plans with one another. Clear and transparent teaching practices evident. • Make Adequate Yearly Progress on school report card for attendance • Increased numbers of students attending and eating breakfast
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<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase overall 6th grade student achievement in ELA</p> <p>By June, 2011, 30% of 6th graders will be in the 80% percentile or higher as measured by the gains made in the 2011 NYS ELA exam.</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"> • Provide Academic Intervention Services to targeted students in ELA during the school day • Extended day targeting those below 650 scale score; those that are high level 2's, who can be pushed to 3; and those who are low 3's who can be pushed to a high 3 or 4. Strategic grouping of students with programs used to target specific areas of need. • Student self-assessment rubrics and checklists • Increase number of performance tasks, games, projects and real-world application of content within all daily lessons • Improve reading and writing across the content areas via interdisciplinary planning within the grade • Increase participation in competitions highlighting literacy, math and problem solving skills (i.e. Math/ Science Olympiads, Eco-challenges) • Strategic scheduling of 6th grade science and SS teachers to push-in during ELA and math, providing small group instruction. • Scheduling of SETSS teacher to provide push-in AIS to at-risk students • Self-contained special education students identified for content areas in which they can be mainstreamed • ESL teacher primarily utilizes a push-in model in order to provide small group instruction to other students, besides mandated ESL students and former ESL students • Utilization of performance tasks to monitor progress in reading, writing, listening and speaking • Professional Development for all teachers in literacy across the content areas, mathematics integration and CCSS alignment, both in-house, via CFN and via

<p><i>Directions: All schools must complete Appendices 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100 for this year.)</i></p> <p>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS</p> <p>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS</p> <p>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS</p>	<p>consultants.</p> <p>REQUIRED APPENDICES TO THE CEP FOR 2010-2011</p> <p>1. Data Inquiry Team to target and plan for specific at-risk students</p> <ul style="list-style-type: none"> • Bi-monthly Child-Study Team meetings to target and address needs of suggested students • ARIS and Data utilization workshops to improve teachers’ facility in making more informed decisions of what, how and who to teach specific skills and content <p>2. Data Inquiry Team established to target and monitor interventions for a subset of 6th grade student population</p> <p>3. Saturday Academy for 6th grade students in ELA beginning February until the May exams.</p> <ul style="list-style-type: none"> • Saturday and before school ELLs Academy for students in K, 1st and 6th grade to improve performance in reading, writing, listening and speaking.
<p>APPENDIX 4: NCLB REQUIREMENT FOR ALL TITEL I SCHOOLS</p> <p>APPENDIX 7: TITLE I, PARPA SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS</p> <p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule include human and fiscal resources with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Data Inquiry Team monies utilized to pay for persession for Inquiry work • Fair Student Funding utilized for persession for teachers of Saturday Academy, before school and after school tutoring • Title 1 money utilized to send out teachers for Professional development in Common Core State Standards Alignment, literacy instruction and payment for consultants • OTPS utilized to purchase varied level, multimodal instructional materials for all students and targeted students •
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 6th grade standardized exams in May, 2011 • Acuity ITA’s and Predictives- scores of Tier 3 and 4 by November, 2010; February, 2011 and March, 2011 • Performance Series Computer adaptive assessments • Teacher-made quizzes, tests and performance tasks • Teacher’s College Reading and writing assessments in September, November, March and June • Kindergartners reading at F&P level A/B in February and D/E by June • 1st Graders reading at F&P level F by February and I/J/K by June • 6th graders reading at F&P level U/V by February and X by June • Student self-assessments

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	30		N/A	N/A			4	
1	35		N/A	N/A			7	
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	52	33	12	9			12	
7								
8								
9								
10								
11								
12								

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:	AIS teacher pushes in to all classes at least 2X week to work with small groups of students with similar academic challenges during ELA, using Great Leaps and strategies to reinforce the skills and content promoted in the lessons. 50 minute/week period extended day program. Tutoring 2x/wk afterschool
Mathematics:	AIS teacher pushes in to all classes at least 2X week to work with small groups of students with similar academic challenges during math, using manipulatives, EDM differentiated games and strategies to reinforce the skills and content promoted in the lessons. 50 minute/week period extended day program. Tutoring 2x/wk afterschool
Science:	6th grade science teacher pushes in to every early childhood and 6th grade self-contained class at least 1 period per week to work with small groups of students with similar needs in reading and writing within the content areas.
Social Studies:	6th grade social studies teacher pushes in to every early childhood and 6th grade self-contained class at least 1 period per week to work with small groups of students with similar needs in reading and writing within the content areas. Additionally, the teacher pushes in during ELA and Math in early childhood to assist small groups in guided reading and independent practice.
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	School Social worker works with students referred by teachers or her own observations for individual counseling or in small groups for specific issues and concerns, both socio-emotional and academic.
At-risk Health-related Services:	N/A

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.

- Not applicable
- 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) K, 1st and 6th Number of Students to be Served: 14 LEP 0 Non-LEP

Number of Teachers 13 Other Staff (Specify) School secretary, 3 school aides, 3 paras, parent coordinator, AP, social worker

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Please see attached Language Allocation Policy (LAP)

Professional Development Program Please see attached Language Allocation Policy (LAP)

Section III. Title III Budget NOT APPLICABLE as no Title III Funds allocated

School: 11X498 BEDS Code: 321100010498

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.

PS/MS 498X utilizes the data from Home Language Identification Surveys (HLIS), Parent language Preference forms, ATS home language information, information from former school staff and cumulative records and parent interviews to determine the needs for oral and written translation services for the school community each year.

All incoming students meet with office staff, principal and/or AP and ESL teacher if a family speaks a language other than English. If student is new to the system, a HLIS is administered by the ESL teacher, otherwise, the home language is asked for and ensured it is correct on ATS and in the cumulative records, when received from the former school.

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.

For this school year, PS/MS 498X needs for written translation are for Spanish translations of major forms, letters, etc. Despite having a moderate Albanian-speaking population, these families do not require written translations into their home language (as evidenced by their language preference sheets).

However, for oral translation, PS/MS 498X does need to provide oral translation, not only in Spanish, but in Albanian, as well, as new parents come in to register for early childhood classes. Italian oral translation occasionally needed for grandparent visits.

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.

PS/MS 498X provides Spanish translation of all major documents and communication home to families. When needed, translations will also be provided in additional languages, once language preference ascertained.

Staff is required to submit communiqué to be sent home in advance to ensure translation in a timely fashion. Written translation to Spanish and Albanian is provided in-house by staff, whereas, additional language translations are sought by the Translation and Interpretation Unit, or when required, an outside contracted agency will be employed to translate into a language other than the 9 covered by the T and I unit.

When the Translation and Interpretation Unit or PS/MS 498X is temporarily unable to provide required translation into one or more covered languages, a cover letter or notice on the face of the English document in the appropriate covered language(s) will be provided, indicating how a parent can request free translation or interpretation of such document

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.

PS/MS 498X provides its own oral interpretation services via staff fluent in Spanish, Albanian and Italian. Additional oral language interpretation will be provided by parent volunteers and the Translation and Interpretation Unit.

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>.

PS/MS 498X is responsible for providing each parent whose primary language is a covered language (one of 9) and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

PS/MS 498X's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

PS/MS 498X shall obtain from the Translation and Interpretation Unit signage and forms required pursuant to this section and shall post and provide such forms throughout the school.

Signage will be posted in a conspicuous location at or near the primary entrance in each of the covered languages, or most prominent covered languages, indicating the availability of 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:	178,092	N/A	178,092
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,781	N/A	1,781
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,905	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17,809	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 0%
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.

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new schools

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

1. Use program resources to help participating children meet the State standards.
 - Extended day program for Title I students, invite Title I students
 - Saturday and Before school programs
 - Great LEAPS and other AIS programs to assist targeted students in acquiring specific skills
 - Balanced Literacy

2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - Utilize common planning time weekly, SBO extended day planning time and before school planning time to plan for instruction, collect data and monitor progress

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; **Please see Action Plans for Goals #1, 3, 5 and AIS page 22**
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; **Please see Action Plans for Goals #3, 4 and 5**
 - c. Minimize removing children from the regular classroom during regular school hours. **Please see Action plans for Goals # 4 and 5 and attached LAP Policy**

4. Coordinate with and support the regular educational program;
 - Planning time utilized throughout day to ensure the title I programs are aligned with the regular curriculum

5. Provide instruction by highly qualified teachers;
 - Only highly qualified teachers have been selected and teaching within license

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - Afterschool PD, lunch and learns and Saturday PD will be provided and sought for all staff to be developed in assisting this targeted population.
 - D11 Learning Leaders program provides training to parents interested in volunteering to work with all students, but especially targeted students

7. Provide strategies to increase parental involvement

Please see attached Title I Parent Involvement Policy

8. Coordinate and integrate Federal, State and local services and program.
 - Parent coordinator, school social worker, teachers and administrators, the Parent association and SLT work with local community boards, elected officials, to research state, local and federal initiatives and programs/grants that can be utilized for promoting the success of targeted student

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/ronlyres/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. There a zero students in Temporary Housing currently in our school.
2. Please describe the services you are planning to provide to the STH population.
 - Our Parent Coordinator and social worker will make outreach to parents to gauge if additional monetary assistance is needed that can be funded by PA association or GSF funds (i.e. food, clothing for uniforms and field trip opportunities). The goal is to level the playing field and to make sure students are not excluded from participation in all academic and non-academic school activities/ functions.
 - We can provide additional time before and after school for STH's to complete HW in a secure environment
 - Peer mentoring/buddy/big brother/ sister program will be essential for these students

Attach New School Proposal



The Van Nest Academy for Environmental Health
Sciences and Technology
2010-2011

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Part 2: Application Portfolio

Section 1: Introducing your Application Portfolio

Dear Office of Portfolio Development,

When the planning team for *The Van Nest Academy for Environmental Health Sciences and Technology* first came together, we did so with a great respect and pride for this very unique neighborhood and its diverse community. Our goal was not to “create a school”, but to “bring to life” the type of school the community would have envisioned for itself. First and foremost, our team was grounded in a deep seated belief of “community wellness”, in which we pictured the community as a living, breathing organism that occupies a very specific niche and every day must maintain its homeostatic balance to be healthy and grow. Our team reflected on the statistic that environmental factors influence 85 out of the 102 categories of diseases and injuries listed in *The World Health Report*. Therefore, we decided that *The Van Nest Academy* would need to provide a rigorous and relevant inquiry-based education in Environmental Health Sciences to create students who are problem solvers, armed with the critical thinking, research and collaborative skills and knowledge required to recognize and overcome challenges both locally and globally.

The Van Nest Academy then evolved to include a nurturing, inclusive learning environment that would develop each of our diverse Pre-K-8 learners academically, socially, physically and emotionally through a commitment to environmental stewardship that defines local environmental health issues and the role our students play in shaping the future of their community. With the adoption of a Schoolwide Enrichment Model framework, our team looked to find ways to increase student motivation and engagement through participation in “minds-on” investigations to solve real-world problems affecting their community. We saw the projects and products students would create as a result of their research and investigations as reinforcing the natural connections found between the subject areas and a more universal perspective to learning. Collaboration with the community is another priority, utilizing its wealth of resources and expertise to help students design and manufacture effective green products, create teaching manipulatives to share with other schools and to assist our staff in publishing collections of our school’s favorite and most effective lessons, units and projects, which would then become integrated in our school’s own service goal of becoming a center and field study site for teacher development within the city.

Five yearlong Eco-Health themes (Nutrition, Air Pollution, Water Pollution, Infectious Diseases, and Non -Infectious Diseases) would be used to augment the core curricula in literacy, mathematics, social studies and science and provide the context in which students synthesize how environmental factors impact themselves, their families and community. Typically, students would utilize local field sites like the Bronx Botanical Gardens, the Bronx River and NYC parks to hone their observational, research and data collection skills and explore the variety of environments surrounding this unique community. Additionally, our close partnerships with the Albert Einstein College of Medicine, The Children’s Hospital at Montefiore and Montefiore Medical Center would provide rich opportunities for students to work closely with medical staff in researching the history, causes and impact of specific health issues within the community. In our plan, elementary students would collaborate with intermediate students on developmentally-appropriate lessons, projects and semi-annual Eco-Health Challenges which would foster the essential inquiry and process skills of questioning, researching, predicting, collecting data, inferring, classifying, communicating and debating. Rich, authentic, real-world exploration of people, places and information at our school and dedication to providing technology-rich, project-based lessons across multiple disciplines would be provided to best serve the individual interests, talents, learning styles and abilities of each and every student in our school. Additionally, thematic, school-wide inquiry-based projects supporting Ells, accelerated and special needs students will be interwoven with the core subject areas and would employ the use of individual NetBooks, classroom computers, Smartboards and digital presenters, fully equipped science labs, computer weather station and a multimedia production room. This, in turn, would allow students to collaboratively explore and solve local environmental health problems and communicate their findings to the community.

Student performance and progress will be monitored continuously by professional learning communities of small, instructionally focused teacher teams committed to a culture of growth and excellence. These “Educational Efficiency Networks” will meet frequently to examine curriculum, participate in lesson studies, collaboratively analyze student work via various types of assessments, set goals and share strategies for student success and enrichment. In addition, *The Van Nest Academy* will cultivate a more active role from our parents or “learning partners” as we capitalize on unique talents and interests to create a Parent Eco-Health Network to support the teachers and students in their grade- specific Eco-Health Themes; Parent Media Coordinators to support the school community in our multi-media communications within and without our walls; and Parent Technology Advisors to share their expertise in the service of our children and other parents. Alternately, to help fulfill our goal to serve the community, we will implement “Family Lunch Days” whereby parents/extended family can schedule an appointment to have lunch with their child and “catch –up” on the exciting happenings in school and will provide family workshops to address needs/interests, a school website to reinforce home-school communication and community clinical services to protect the physical and emotional well-being of our families.

We hope that you feel the connection we tried to establish with the Van Nest community and its members, and after perusing the contents of this application portfolio, that you feel the same need and value for *The Van Nest Academy for Environmental Health Sciences and Technology* as we did within the community.

Most Sincerely,
The Van Nest Academy for Environmental Health Sciences and Technology Planning Team

Section 2: Introducing your School to the Community

Audience: Community Members Length: 3-5 pages (including two-sided brochure)

A. Revised Fact Sheet for Community Engagement

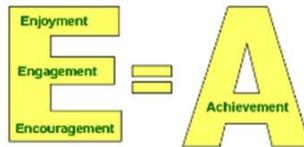
Project Name	 The Van Nest Academy for Environmental Health Sciences and Technology		
School Level	K - 8	School Leader	Carol Ann Gilligan
Temporary Phone #	Cell (516) 351-4790	School Leader Email	CGillig2@schools.nyc.gov
Grades 2010-2011	K, 1, 6	Grades at Scale	K - 8
<p><i>The Van Nest Academy for Environmental Health Sciences and Technology</i> will provide a nurturing, inclusive learning environment that develops each of our diverse K-8 learners academically, socially, physically and emotionally through a commitment to environmental stewardship that defines local environmental health issues and the role our students play in shaping the future of their community. The rich, authentic, real-world exploration of people, places and information our school will offer and our dedication to providing technology-rich, project-based lessons across multiple disciplines will serve the individual interests, talents, learning styles and abilities of each and every student in our school.</p> <p><i>The Van Nest Academy for Environmental Health Sciences and Technology</i> will be a place where all students receive a personalized educational experience replete with enrichment opportunities, resources and services to develop individual talents and strengths. It is our responsibility to ensure that our students are prepared to lead this country in the 21st Century and compete in the global marketplace by providing an education that includes a solid foundation in science, technology, engineering, and mathematics (STEM) and that provides role models through close association with our Parent Learning Partners and community-based organization partners to encourage our students, especially our girls, to pursue careers in STEM-related fields.</p> <p>The primary goal of our school is to produce public health-minded citizen scientists who reflect the values of our “Learn and Serve” philosophy:</p> <ul style="list-style-type: none"> • Thematic, school-wide inquiry-based projects will be interwoven with the core subject areas as students will utilize individual NetBooks, classroom computers, Smartboards and digital presenters, fully equipped science labs, computer weather station and a multimedia production room to collaboratively explore and solve local environmental health problems, ultimately communicating their findings to the community. • Typically, students will visit local field sites like the Bronx Botanical Gardens, the Bronx River and NYC parks to hone their observational, research and data collection skills and explore the variety of environments surrounding this unique community. • Additionally, our close partnerships with the Albert Einstein College of Medicine, The Children’s Hospital at Montefiore and Montefiore Medical Center will provide rich opportunities for students to work closely with medical staff in researching the history, causes and impact of specific health issues within the community. Scientists with whom they interact and collaborate, and the interdisciplinary projects and investigations in which they participate, will drive students to reach their own conclusions as to the nature of the environmental factors that most closely affect public health and examine possible solutions for such socially relevant medical issues as asthma, lead poisoning, malnutrition, diabetes, obesity, swine flu, parasitic infections and birth defects. • Recognizing that environmental factors influence 85 out of the 102 categories of diseases and injuries listed in <i>The World Health Report</i>, <i>The Van Nest Academy</i> will provide a rigorous and relevant inquiry-based education in Environmental Health Sciences to create students who are problem solvers, armed with the critical thinking, research and collaborative skills and knowledge required to recognize and overcome challenges both locally and globally. • Adopting a Schoolwide Enrichment Model will supply the framework for us to increase student motivation and engagement through participation in “minds-on” investigations to solve real-world problems affecting their community. The projects and products they create as a result of their research and investigations will reinforce the natural connections to be found between the subject areas and promote a more universal perspective to learning. <p>Our school, reflecting a culture of high expectations for our students - that college is attainable for all, will over time provide: a specialized HS preparatory program, accelerated regents courses, Chess in the Schools, a First</p>			

Lego League team, *Operation Explore* science program grades 4-6, GLOBE program, *Education through Music*, foreign language instruction, First-Aid, CPR and Basic Life Saving certification courses, enrichment clusters and art instruction as part of a Green Hour program reinforcing observation and technical drawing skills. Additionally, to support our special needs students and English language learners, we will provide rigorous, scaffolded and cohesive instruction in an inclusive model, utilizing push-in Academic Intervention support and ESL services to promote English literacy with native language support.

B. Outreach to Families Whose Children May Want to Attend the School



The Van Nest Academy for Environmental Health Sciences and Technology will provide K-8 students with hands-on, technology-rich, problem-based learning experiences that will be addressed in five eco-health themes. All students will be immersed in authentic, interdisciplinary, real-world explorations that reflect important community health issues, and require relevant service learning experiences that will develop a commitment to environmental stewardship, community service and social action.

A K-8 Community School
Promoting Environmental Health Stewardship
and 21st century Problem Solving

Carol Ann Gilligan
Principal
The Van Nest Academy for Environmental Health
Sciences & Technology
900 Van Nest Avenue
Bronx, NY 10462

Phone: 555-555-5555
Email: CGillig2@schools.nyc.gov



The Van Nest
Academy for
Environmental
Health Sciences &
Technology

A K-8 Community School
Promoting Environmental Health
Stewardship
and 21st century Problem Solving



"You are Brilliant and the Earth is Hiring" - Paul Hawken

Tel: 555 555 5555

CITIZEN SCIENTISTS



The Van Nest Academy for Environmental Health Sciences and Technology will provide a nurturing, inclusive learning environment that develops each of our diverse Pre-K-8 learners academically, socially, physically and emotionally through a commitment to environmental stewardship that defines local environmental health issues and the role our students play in shaping the future of their community. The rich, authentic, real-world exploration of people, places and information our school will offer and our dedication to providing technology-rich, project-based lessons across multiple disciplines will serve the individual interests, talents, learning styles and abilities of each and every student in our school. Thematic, school-wide inquiry-based projects supporting ELLs, accelerated and special needs students will be interwoven with the core subject areas and will employ the use of individual NetBooks, classroom computers, Smartboards and digital presenters, fully equipped science labs, computer weather station and a multimedia production room. This, in turn, will allow students to collaboratively explore and solve local environmental health problems, ultimately communicating their findings to the community.

The primary goal of our school is to produce public health-minded citizen scientists who reflect the values of our "Learn and Serve" philosophy. Typically, students will visit local field sites like the Bronx Botanical Gardens, the Bronx River and NYC parks to hone their observational, research and data collection skills and explore the variety of environments surrounding this unique community. Additionally, our close partnerships with the Albert Einstein College of Medicine, The Children's Hospital at Montefiore and Montefiore Medical Center will provide rich opportunities for students to work closely with medical staff in researching the history, causes and impact of specific health issues within the community. Scientists with whom they interact and collaborate, and the interdisciplinary projects and investigations in which they participate, will drive students to reach their own conclusions as to the nature of the environmental factors that most closely affect public health and examine possible solutions for such socially relevant medical issues as asthma, lead poisoning, malnutrition, diabetes, obesity, swine flu, parasitic infections and birth defects.



Learn and Serve

The primary goal of our school is to produce public health-minded citizen scientists who reflect the values of our "Learn and Serve" philosophy. Typically, students will visit local field sites like the Bronx Botanical Gardens, the Bronx River and NYC parks to hone their observational, research and data collection skills and explore the variety of environments surrounding this unique community. Additionally, our close partnerships with the Albert Einstein College of Medicine, The Children's Hospital at Montefiore and Montefiore Medical Center will provide rich opportunities for students to work closely with medical staff in researching the history, causes and impact of specific health issues within the community. Scientists with whom they interact and collaborate, and the interdisciplinary projects and investigations in which they participate, will drive students to reach their own conclusions as to the nature of the environmental factors that most closely affect public health and examine possible solutions for such socially relevant medical issues as asthma, lead poisoning, malnutrition, diabetes, obesity, swine flu, parasitic infections and birth defects.

Programs:

Math And Science Olympiads
Eco-Health Challenges
Specialized HS preparatory program
Accelerated regents courses
Chess in the Schools
First Lego League team
Operation Explore science program grades 4-6
GLOBE program
Education through Music
Foreign language instruction
First-Aid, CPR and Basic Life Saving certification courses
Enrichment clusters
Health and Art instruction


A K-8 Community School
Promoting Environmental Health Stewardship
and 21st century Problem Solving

Carol Ann Gilligan
Principal
The Van Nest Academy for Environmental
Health Sciences & Technology
Phone: 555-555-5555
Email: CGillig2@schools.nyc.gov

2C. SCHOOL DIRECTORY PAGE	
<p>Important Admissions Information</p> <p>Eligibility: (Choose One)</p> <p><input checked="" type="checkbox"/> Limited Unscreened: Priority to students who attend an information session, then to all New York City Residents</p> <p><input checked="" type="checkbox"/> Other:</p>	<p>School Overview</p> <p>In Their Own Words: <i>The Van Nest Academy for Environmental Health Sciences and Technology</i> will provide K-8 students with hands-on, technology-rich, problem-based learning experiences that will be addressed in five eco-health themes. All students will be immersed in authentic, interdisciplinary, real-world explorations that reflect important community health issues, and require relevant service learning experiences that will develop a commitment to environmental stewardship, community service and social action.</p>
<p>Special Education Services (Check all the apply):</p> <p><input checked="" type="checkbox"/> SETSS</p> <p><input checked="" type="checkbox"/> Self-contained</p> <p><input checked="" type="checkbox"/> Collaborative Team Teaching</p> <p><input type="checkbox"/> Special Class for Hearing Impaired</p>	<p>Partnerships in the first year:</p> <ul style="list-style-type: none"> ▪ Community-based Organizations: NY Botanical Garden, Bronx River Alliance, Albert Einstein College of Medicine ▪ Hospital Outreach: Montefiore Children’s Hospital ▪ Cultural/Arts Organizations: Education Through Music
<p>ELL Programs (Check all that apply):</p> <p><input checked="" type="checkbox"/> ESL</p> <p><input type="checkbox"/> Bilingual Programs:</p> <p><input type="checkbox"/> Dual Language Programs:</p>	<p>Courses & Program Highlights</p> <p>Programs: Balanced Literacy, EveryDay Mathematics and impact Mathematics, Science, Social Studies, Health Art, Music, Physical Education, Enrichment Clusters, Academic Intervention, Specialized HS Preparatory Program</p> <p>Languages:</p> <p>Spanish Albanian</p>
<p>Enrollment:</p> <p>Total Students per grade: TBD</p> <p>Grades Served in year 1: K, 1st and 6th</p> <p>Grades Served at Scale: K-8th</p>	<p>Advanced Placement Courses:</p> <p>Integrated Algebra Regents Course Living Environment Regents Course</p> <hr/> <p>Possible Extracurricular Activities in the first year: Leadership & Support: MS Advisory Program, Student Government Academic: Honors Program, Afterschool Tutoring, Citizen Science Program Artistic: Education Through Music, “Green”</p>

	School Mural Clusters: Chess in the Schools, Botanical Garden Cluster, The "Green Mural" Cluster, News Production Team, First Lego League School Sports: Basketball, Golf, Roller Hockey, Bowling
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**2D. Outreach to External Partners – Michael F. Heller, Manager, Community and Government Relations
Albert Einstein College of Medicine of Yeshiva University**

Dear Mr. Heller,

I am a science specialist for the Leadership LSO of the NYCDOE and I am currently writing a new pre-K-8 school proposal for the new construction on Van Nest and Bronxdale avenues. Should I get approval for my proposal in this competitive process, I will be opening my school in September, 2010.

The title for the new school is the **Van Nest Academy for Environmental Health Sciences and Technology** and our primary goal is to produce public health-minded citizen scientists who reflect the values of our "Learn and Serve" philosophy. Scientists with whom they interact and collaborate and the interdisciplinary projects and investigations in which they participate will drive students to reach their own conclusions as to the nature of the environmental factors that most closely affect public health and examine possible solutions for such socially relevant medical issues as asthma, lead poisoning, malnutrition, swine flu, parasitic infections and birth defects.

Five yearlong Eco-Health themes (Nutrition, Air Pollution, Water Pollution, Infectious Diseases, and Non -Infectious Diseases) will provide the context in which students synthesize how environmental factors impact themselves, their families and community. Elementary students will collaborate with intermediate students on developmentally-appropriate lessons, projects and quarterly Eco-Health Challenges which will foster essential inquiry and process skills.

To support this project-based, authentic learning environment, I would like to cultivate a close partnership with the Albert Einstein College of Medicine to help shape our students into 21st century, science literate, critical thinkers. By supplying the knowledge and expertise to be gleaned from hospital visits and medical student volunteers working at our school, possible lab equipment use, opportunities to collect data for ongoing research investigations and a possible satellite community clinic, the Albert Einstein College of Medicine will play a vital role in sparking student interest in discovering the causes of poor health within their immediate environments and provide the scaffolding needed for our students to raise awareness of Environmental Health issues within our community. The community then truly becomes the classroom.

Our students will visit local field sites like the Bronx Botanical Gardens, the Bronx River and NYC parks to hone their observational, research and data collection skills and explore the variety of environments surrounding this unique community. This information, coupled with the research and ideas generated from their work with Einstein staff and medical students will provide the foundation for students to become real-world problem-solvers as they discover the relationship between environmental changes/conditions and public health.

The end result of all of this acquired knowledge, understandings and skills is for students to create presentations of their findings on environmental health issues for the rest of the community (other schools, parent organizations, etc.), learning to communicate and serve as all scientists must.

Working with Einstein Medical students and researchers on theme-based investigations or projects throughout the year would be my primary objective for the partnership with the school. The impact these role models would have upon the students would be enormous as they experience and communicate with adults as they "do" science. Being a Morris Park resident and having collaborated with Einstein medical students in the past as a teacher at both the Morris Park LDC Pre-K and the Albert Einstein Intermediate School 131X, I can fully appreciate the influence the College of Medicine has within the community.

I also believe that a Van Nest K-8 Academy partnership with Albert Einstein College of Medicine would cultivate a strong, new generation of science literate high school students, ripe for the rich opportunities that your Einstein Enrichment Program (EEP) could provide, once they are ninth graders. As our school mission is to provide the skills necessary to succeed in high school and college, our diverse student population could surely benefit from our joint efforts to challenge and enrich their learning experiences while still in elementary and middle school.

I would appreciate the chance to speak with you further, if possible. I have reached out in a similar fashion to the Children's Hospital at Montefiore and to Montefiore Medical Center for their support services. I hope I can count on your support, as well, for this community school.

Please let me know if you require more information on the school to make your decision. I can be reached easily via this email address or by cell phone (516) 351-4790.

Thank you in advance for your kind consideration of my request.

Most sincerely,

Carol Ann Gilligan, Science Instructional Specialist
Leadership Learning Support Organization
1230 Zerega Avenue, Bronx, NY 10462
cgillig2@schools.nyc.gov

Section 3: Building Your New School Community

A. Letter to Parents/Caregivers

Dear Parent/Guardians,

It is with great pleasure that we welcome you and your child into our very special learning community, ***The Van Nest Academy for Environmental Health Sciences and Technology.***

We are delighted that you are entrusting your child to our care and we can assure you that when you walk through our front doors with your child, it will feel safe, nurturing and inviting to you and your family. This is **your** community school and we hope to create a lasting partnership with you and your family until it is time for your child to advance to High School, and afterwards, College.

At the core of our philosophy here at ***The Van Nest Academy*** is the pursuit of academic excellence and the abiding belief and expectation that every child can and must succeed. All staff within our learning community shares a common goal for your child: to create a joyful, lifelong learner who succeeds academically and who is confident, caring and knowledgeable about him/herself and our community.

The Van Nest Academy will focus on providing an outstanding academic program, an inclusive environment and a unique experience in collaborating with local medical and environmental education facilities. In working with real world scientists both in the classroom and in their own workplace, students will be provided role models to encourage them to become creative problem solvers, insightful leaders and responsible citizens who will thrive in our ever-changing world.

In addition to a rigorous curriculum in Literacy, Mathematics, Science and Social Studies, our students will participate in an Education Through Music program, will learn the ART of observation, and receive regular health instruction to support our exploration of local community medical conditions and the environmental factors contributing to them. Our partners, Albert Einstein College of Medicine, The NY Botanical Garden and the Bronx River Alliance will assist us in providing rich, hands-on and meaningful experiences for your child. Our technology specialist and all classroom teachers will model the full integration and use of technology in the classroom as a tool for all students to access information, solve problems, organize data and share knowledge with others. This well-rounded education attained in our school community is the foundation for your child's future success in life.

To solidify our sense of community at ***The Van Nest Academy***, we would like to cultivate a very active role for you as our learning partners. Aside from the traditional communication we provide you as educators (progress reports, school website, conferences) and the events we will host for you and your family to celebrate our successes, learnings and milestones, we invite you to share your interests and talents with us in the classroom. We will be establishing Parent Learning Partner Networks and we hope we can count upon your support and assistance. Additional details on this school structure will be forthcoming at our Orientation Day for you and your child and on our ***Van Nest Academy*** Parent Night in August.

I greatly look forward to meeting you all in person at our Parent Night and ask that you please not hesitate in calling/ emailing me with any questions, concerns and suggestions you might have before then. We are glad to assist you.

Most Sincerely,
Carol Ann Gilligan

Principal,

The Van Nest Academy for Environmental Health Sciences and Technology

“Some people go through life trying to find out what the world holds for them, only to find out too late that it’s what they bring to the world that really counts ”-*Anne of Green Gables, Lucy Maud Montgomery*

B. Excerpts from the Student Handbook

First page:

Dear Families,

The Van Nest Academy for Environmental Health Sciences & Technology faculty and staff welcome you to a new year in a new school!

We, the community of *The Van Nest Academy* share the vision of meeting the needs of every student in a caring environment which encourages lifelong learning.

We expect students, faculty and parents to treat each other with respect. Students will work in a nurturing, supportive environment designed to help them to become independent, responsible and contributing members of our community.

Special Programs: In addition to our general education program, our school offers several additional programs to meet the needs of all of our students. These services include Special Education Teacher Support Services (SETSS), Collaborative Team Teaching model classrooms, Academic Intervention Services and English as a Second Language program for native language support.

Parent Involvement: Research tells us that parent involvement is an important factor in student success. We believe your involvement is a necessity and encourage you to become an active member of our school community. Please join our Parent Association and become an approved and active Parent Learning Partner. Our School Leadership team offers you another opportunity to play an active role in your child’s school career.

Have a wonderful school year!

Sincerely,

The Van Nest Academy for Environmental Health Sciences & Technology Administration, Faculty and Staff

Second page:

Sample Student Rules and Consequences (Positive Behavior Intervention System) PBIS

- Students will arrive on time for school everyday

- Students will come prepared with all homework completed and the necessary supplies
- Van Nest Academy PBIS non-negotiables are followed at all times
- All students will treat one another, faculty and staff with respect
- All students will make Good choices throughout the day

Conflict Resolution/Ladder of Referral

- Reflection Action Sheet and teacher will provide student with a warning and have a discussion of the infraction about how the student will ensure there will be no repeat of action.
- Conference with teacher to devise plan of action
- Phone conference with parent- parent may need to come in, depending on severity of infraction, to meet with Intervention team, including Guidance Counselor
- Conference with the Guidance Counselor
- Possible conference with the Principal

Third page:

Expectations for Graduation from *The Van Nest Academy for Environmental Health Sciences & Technology*

All students will have:

- Collaborated with multiple grades throughout their career at VNA to solve real-world Eco-Health Challenges
- Collaborated to create an Eco-Health Traveling Media Portfolio as their Exit Project each year and utilized it to provide presentations to community schools and organizations to raise awareness of public health issues and the environmental factors causing them
- Collaborated with Einstein Hospital, NY Botanical Garden and Bronx River Alliance staff to fully research and explore all 5 Eco-Health Themes
- Collected data at various field locations throughout the Bronx on Air, Water and Soil quality, temperature and pH, etc. in order to fulfill our requirement for environmental stewardship and assist local agencies in their efforts to restore and conserve environmental integrity
- Have participated in enrichment clusters based on their interests and talents and solved real-world problems related to cluster themes.
- Have provided services to the lower elementary grades to provide role models for the younger students of good “Citizen Scientists”
- Have acquired the 21st century skills of technology use as a tool for collaboration, accessing and sharing information
- Have become CPR and Basic Life Saving certified

C. Student Schedules

The following is a sample first grade student schedule and the 3 sixth grade class’ student schedules. Since our school will provide the Least Restrictive Environment for all students and will provide truly inclusive, cohesive instruction, the 1st grade CTT class (if needed) and the 6th Grade CTT class (if needed) will mirror the exact same schedule. If there is to be a 12:1 classroom, the same grade schedule will be followed, as well.

1st Grade Gen. Ed. Student Schedule	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07
Class 1-101	Breakfast	Cleanup and Lineup	Teacher Pickup, Morning Arrival to Classrooms, Attendance, Bookshoppng, Submission of Home Rdg Logs	1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				ELA	ELA	SS	K and 1st Lunch	P.E	Math	Math	Science		
Tuesday				Math	Math	SS	K and 1st Lunch	ELA	ELA	Health	Science		
Wednesday				Art	ELA	ELA	K and 1st Lunch	ELA Writer's Workshop	Math	Math	Tech/ Media		
Thursday				Math	Math	SS	K and 1st Lunch	Science	Health	ELA	ELA		
Friday				ELA	ELA	Music	K and 1st Lunch	Science	Math	Math	P.E		
6th Grade Gen. Ed. Student Schedule	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07
Class 6-201	Breakfast	Cleanup and Lineup	Teacher Pickup, Morning Arrival to Classrooms, Attendance, Bookshoppng, Submission of Home Rdg Logs	1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				ELA	Science Lab	LUNCH	PE	Math					
Tuesday				Math	SS	Science	LUNCH	Health	ELA				
Wednesday				Math	Science	Media	LUNCH	SS	ELA				
Thursday				Science	SS	ELA	Music	LUNCH	Math	Art			
Friday				Science	ELA	ELA/SS w/SS push-in	SS	LUNCH	SS/Math w/ SS push-in	Math w/SS push-in	PE		
6th Grade Gen. Ed. Student Schedule	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07
Class 6-202	Breakfast	Cleanup and Lineup	Teacher Pickup, Morning Arrival to Classrooms, Attendance, Bookshoppng, Submission of Home Rdg Logs	1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				Math	SS/ELA w/ELA tchr	ELA	LUNCH	Science Lab	Media				
Tuesday				Music	ELA w/ SS push-in	ELA	Math	LUNCH	Math/Sci w/Sci push in	Art	SS		
Wednesday				ELA	Math	LUNCH	PE	SS	Science				
Thursday				Math	SS	Science	LUNCH	ELA	PE				
Friday				SS	Science	Math	LUNCH	Health	ELA				

6th Grade Gen. Ed. Student Schedule	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07
Class 6-203	Breakfast	Cleanup and Lineup	Teacher Pickup, Morning Arrival to Classrooms, Attendance, Bookkeeping, Submission of Home Rog Logs	1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				SS	Science	Math	LUNCH	Art	ELA				
Tuesday				Science Lab	ELA	LUNCH	SS	Math					
Wednesday				SS	Music	ELA	LUNCH	Sci	Math				
Thursday				ELA	Math	PE	LUNCH	SS	Science	Health			
Friday				Math	Science	SS/ELA w/ELA tohr	LUNCH	ELA	PE	Media			

3D. Summer Orientation

Immediately preceding the opening of *The Van Nest Academy* in August of 2010, we will hold 2 events for Orientation:

Parent Night for Families of Incoming students – Parents will receive:

- an Agenda
- student handbook with student and Parent contracts
- Parent Learning Partners Network Volunteer Handbook
- SEM Surveys for Child’s Interests and a Parent Survey to gauge pool of talents, abilities and interests of our possible Parent Learning Partners
- Display and Information on the school uniform
- Communication and ability to meet with all staff
- Class expectations and materials lists
- The ABC’s of Kindergarten at VNA
- PA flyer to invite commencement and Elections
- Overview of School website and Communication chain
- Lunch forms, emergency cards

Student Orientation – Students will:

- Be grouped by class assignment
- Meet with Teachers and fellow students for team building exercises
- Scavenger Hunt to explore the classrooms, cafeteria, entrances and egresses, Gym, main office to learn the layout of the school plan
- Learn procedures for breakfast, arrival, dismissal, movement through halls
- Rules, Expectations , Consequences and Code of Discipline

Section 4: Building Your Professional Learning Community

Audience: Teachers & Staff

Length: 5 pages maximum

A. Selection Criteria

Demonstrated Content Knowledge:

- Scholarship in the content area, with an emphasis on Science
- In depth experience in utilizing Balanced Literacy and Mathematics

Demonstrated Pedagogical Knowledge:

- Demonstrated success in incorporating reading and writing strategies in daily routines and classroom instruction
- Demonstrated success in incorporating hands-on and co-operative learning activities
- Ability to seamlessly integrate technology in the classroom
- Use of differentiated instructional techniques, project-based learning, and the Workshop Model to facilitate the accommodation of varied interests, intelligences, abilities, and learning styles. For more information see *Integrating Differentiated Instruction and Understanding by Design* by Tomlinson and McTighe

Demonstrated Collaborative Skills:

- Demonstrated success of working collaboratively with colleagues and parents/caregivers;

Demonstrated Commitment to Professional Community/On-going Learning:

- Demonstrated commitment to professional growth
- Proficiency in Microsoft Office products (Word, Excel, PowerPoint) preferred
- Proficiency in Web applications (Internet explorer, Web Outlook (DOE Email), ARIS, ATS, HSAPS, HSST, PCL, Acuity, HIP, grading / record-keeping programs) preferred

4B. Teacher Schedules

The following are sample teacher schedules for a First Grade CTT teacher, 6th Grade Science, ELA, Math and SS teachers and an ESL teacher for Grades K, 1 and 6. The Kindergarten and 1st grade classes will be programmed in a parallel fashion so as to facilitate an ESL or intervention teacher pushing in during ELA or Math blocks(both 1st grade classes have ELA and math blocks, Science and SS at the same time of day, the same with the 2 K classes). However, while K classes have Math, 1st grade alternately has ELA and vice versa.

1st Grade Tchr. Schedule	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07
Class 1-101	Breakfast	Cleanup and Lineup	Teacher Pickup, Morning Arrival to Classroom, Attendance, Bookshoppng, Submission of Home Rdg Logs	1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				ELA- 60 min. Reader's wkshp/30 min. Writer's wkshp	SS	LUNCH	Prep -PE	Math - 45 min. EdM lesson/45 min. differentiated small group instruction	Science				
Tuesday				Math - 45 min. EdM lesson/45 min. differentiated small group instruction	SS	LUNCH	ELA- 60 min. Reader's wkshp/30 min. Writer's wkshp	Prep-Health	Science				
Wednesday				Prep - Art	ELA- 60 min. Reader's wkshp/30 min. Writer's wkshp	LUNCH	ELA Writer's Workshop	Math - 45 min. EdM lesson/45 min. differentiated small group instruction	PLT - 1st grade common planning				
Thursday				Math - 45 min. EdM lesson/45 min. differentiated small group instruction	SS	LUNCH	Science	Prep-Health	ELA- 60 min. Reader's wkshp/30 min. Writer's wkshp				
Friday				ELA- 60 min. Reader's wkshp/30 min. Writer's wkshp	Music - In room with ETM music teacher	LUNCH	Science	Math - 45 minutes EdM Math games	Prep - PE				

6th Gr. Science Teacher Sched.	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07
Classes 6-201, 202 & 203			Teacher Pickup, Morning Arrival to Classrooms, Attendance, Bookshoppng, Submission of Home Rdg Logs	1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				Prep	Science 6-203	Science Lab 6-201		LUNCH	Science Lab 6-202		Push-in to Science 1-102		
Tuesday				Science Lab 6-203	Prep	Science 201		LUNCH	Push-in Math/Sci 6-202	Push-in Math 203	Push-in to Science 1-101		
Wednesday				Push-in to ELA 6-202	Sci/ELA push in 6-202	Science 6-201	Prep	LUNCH	Science 6-203	Push-in ELA 201	Science 6-202		
Thursday				Science 6-201	Prep		Science 6-202	LUNCH	Push-in Math 201	Science 6-203	PLT -6th grade common planning		
Friday				Science 6-201	Science 6-202	Science 6-203	Prep	LUNCH	Push-in ELA 6-203	PE 203			
6th Gr. ELA Teacher Sched.	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07
Classes 6-201, 202 & 203			Teacher Pickup, Morning Arrival to Classrooms, Attendance, Bookshoppng, Submission of Home Rdg Logs	1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				ELA 201	SS/ELA 202	ELA 202		LUNCH	Prep	ELA 203			
Tuesday				ELA 202 w/ SS push-in		ELA 203		LUNCH	Prep	ELA 201			
Wednesday				ELA 202		ELA 203		LUNCH	Prep	ELA 201			
Thursday				ELA 203	SS/ELA 201	Prep		LUNCH	ELA 202		PLT -6th grade common planning		
Friday				Prep	ELA 201 w/ SS push-in	SS/ELA 203		LUNCH	ELA 203	ELA 202			

6th Grade Math Teacher Sched.	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07
Classes 6-201, 202 & 203			Teacher Pickup, Morning Arrival to Classrooms, Attendance, Bookshoppng, Submission of Home Rdg Logs	1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				Math 202 w/ SS push-in		Math 203		LUNCH	Prep	Math 201			
Tuesday				Math 201	Prep	Math 202		LUNCH	Math 202	Math 203			
Wednesday				Math 201		Math 202		LUNCH	Prep	Math 203	Math 203 w/ SS push-in		
Thursday				Math 202	Math 203	Prep		LUNCH	Math 201		PLT -6th grade common planning		
Friday				Math 203		Math 202		LUNCH	Math/SS 201 w/ SS push-in	Math 201 w/ SS push-in	Prep		

6th Grade SS Teacher Sched.	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07	
Classes 6-201, 202 & 203			Teacher Pickup, Morning Arrival to Classrooms, Attendance, Bookhopping, Submission of Home Rdg Logs		1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				SS 203	Push-in Math 202	Push-in SS 1-101		LUNCH	PE 201		SS 201			
Tuesday				Push-in Music 202	Push-in ELA 202	SS 201	Prep	LUNCH	SS 203		SS 202			
Wednesday				SS 203	Push-in Music 203	Prep	Push-in ELA 203	LUNCH	SS 201	SS 202	Push-in Math 203			
Thursday				Prep	SS 201	SS 202	Push-in Music 201	LUNCH	SS 203		PLT -6th grade common planning			
Friday				SS 202	Prep	Push-in ELA/SS 201	SS 201	LUNCH	Push-in Math/SS 201	Push-in Math 201	PE 201			

ESL Teacher Schedule	7:30-8:00	8:00-8:10	8:10-8:25	8:25-9:10	9:10-9:55	9:55-10:40	10:40-11:25	11:25-12:10	12:10-12:55	12:55-1:40	1:40-2:25	2:25-2:30	2:30-3:07	
	Breakfast	Cleanup and Lineup	Teacher Pickup, Morning Arrival to Classrooms, Attendance, Bookhopping, Submission of Home Rdg Logs		1	2	3	4	5	6	7	8	Dismissal	37.5 min.
Monday				Push-In 1-101 ELA	Push-In 1-102 ELA	Push-In 6-202 ELA	LUNCH	Push-In K-001 ELA	Push-In K-002 ELA	Prep				
Tuesday				Push-In 1-102 Math	LUNCH	Push-In 6-203 ELA	Prep	Push-In K-002 Math	Push-In 6-201 ELA					
Wednesday					Push-In K-001 Math	Push-In 6-201 Sci	LUNCH	Push-In 1-101 & 102 ELA	Push-In 6-203 Sci	Prep	PLT 1st grade			
Thursday				Push-In 6-202 Math	Prep	Push-In 6-202 Sci	LUNCH	Push-In 6-201 Math	PLT 6th grade					
Friday				Push-In 6-203 Math	LUNCH		Prep	Push-In K-001 & 002 ELA	Push-In 1-101 Math	PLT K				

4C. Staff Handbook

Dear Colleagues,

It is with great joy and sincere appreciation that I welcome you to *The Van Nest Academy for Environmental Health Sciences and Technology*. Together we are about to undertake a unique journey that will change the way an educational institution lives within its community. I admire and respect each and every one of you for your courage, professionalism and dedication to this noble quest and the roles to which you committed this summer in the creation of our professional community. As we look towards the beginning of the new year, we should take some time to reflect on our educational beliefs and practices. Ideally, we are a community, and when we stand together we have great power and a vast wealth of collective knowledge and experiences. Therefore, it is essential that we start by considering the educational/instructional philosophy upon which The Van Nest Academy was created.

The Van Nest Academy was designed to provide a rigorous and relevant inquiry-based education in Environmental Health Sciences to create students who are problem solvers, armed with the critical thinking, research and collaborative skills and knowledge required to recognize and overcome challenges both locally and globally. Ideally, our school should be a nurturing, inclusive learning environment that would develop each of our diverse K-8 learners academically, socially, physically and emotionally through a commitment to

environmental stewardship that defines local environmental health issues and the role our students play in shaping the future of their community. A School-wide Enrichment Model framework was incorporated to increase student motivation and engagement through participation in “minds-on” investigations to solve real-world problems affecting their community. Student projects and products will be created as a result of their research and investigations, reinforcing the natural connections found between the subject areas and a more universal perspective to learning. Additionally, we, the educators, will work together to move forward on the school’s service goal of becoming a center and field study site for teacher development within the city.

Our professional learning community will focus on developing the five yearlong Eco-Health themes (Nutrition, Air Pollution, Water Pollution, Infectious Diseases, and Non -Infectious Diseases) that would be used to augment the core curricula in literacy, mathematics, social studies and science, providing the context in which students synthesize how environmental factors impact themselves, their families and community. Additionally, our close partnerships with the Albert Einstein College of Medicine, The Children’s Hospital at Montefiore and Montefiore Medical Center would provide rich opportunities for students to work closely with medical staff in researching the history, causes and impact of specific health issues within the community. Our plan teaching/learning model is to have elementary students collaborate with intermediate students on developmentally-appropriate lessons, projects and semi-annual Eco-Health Challenges. Rich, authentic, real-world exploration of people, places and information and a dedication to providing technology-rich, project-based lessons across multiple disciplines will best serve the individual interests, talents, learning styles and abilities of each and every student in our school. Additionally, thematic, school-wide inquiry-based projects supporting ELLs, accelerated and special needs students will be interwoven with the core subject areas and would employ the use of individual NetBooks, classroom computers, Smartboards and digital presenters, fully equipped science labs, computer weather station and a multimedia production room. This, in turn, would allow students to collaboratively explore and solve local environmental health problems, communicating their findings to the community.

Student performance and progress will be monitored continuously by professional learning communities of small, instructionally focused teacher teams committed to a culture of growth and excellence. These “Educational Efficiency Networks” will meet frequently to examine curriculum, participate in lesson studies, collaboratively analyze student work via various types of assessments, set goals and share strategies for student success and enrichment. In addition, *The Van Nest Academy* will cultivate a more active role from our parents or “learning partners” as we capitalize on unique talents and interests to create a Parent Eco-Health Network to support the teachers and students in their grade- specific Eco-Health Themes; Parent Media Coordinators to support the school community in our multi-media communications within and without our walls; and Parent Technology Advisors to share their expertise in the service of our children and other parents.

I look forward to your thoughts and suggestions on these ideas and how we can work together to best implement and continue the work of our professional learning community.

Educationally yours,

Carol Ann Gilligan
Principal

The Van Nest Academy for Environmental Health Sciences and Technology

4D. Summer Professional Development Plans – see PD handouts in Appendix H

The two most important areas for professional development we can provide staff the first summer and throughout the first year is in Environmental Science Education and in the Schoolwide Enrichment Model. Since each K-5 teacher will be expected to teach science, collaborate with the health cluster in coordinating field trips, visits and projects centered around the Eco-Health themes we have chosen for the school, it will be essential to build confidence, basic knowledge and familiarity in environmental education and with our environmental partners, the NY Botanical Garden and Bronx River Alliance. Both offer tremendous acreage to explore with our students and our goal is to build sustainability in effective science instruction. Teachers should, over time, be able to provide self-guided environmental investigations with their students, drawing upon past experiences and strategies from our partners. Throughout the year our partners will work with us to develop our citizen science program in fulfillment of our Learn and Serve philosophy.

Professional development in SEM is essential to focus upon the first summer as our school needs to build a culture of connection with our students. Our staff will need to get to know the interests, learning styles, talents, interests and abilities of each of our students so as to fully engage all in exciting, meaningful applications of their learning. Although it will take time to fully implement an SEM model at the school with scheduled enrichment clusters, this PD will help us to begin the school year with an eye towards assessing students in order to differentiate instruction for groups of our diverse learners. All SEM inventories and surveys should be administered the first weeks of school and the results added to the formal data we will collect from baseline and periodic assessments and which will be examined during grade level PLT meetings. There are surveys to administer to the parents, as well, to garner support for future enrichment clusters.

Both PD plans are in 2 sessions, one for the summer (July?) week of PD and the second one for the Fall. All subsequent PD sessions in these areas will build upon these foundations.

Additional professional development is required the first summer, before school opens and during the Fall and Spring:

- Building a Collaborative Culture and a Professional Learning Community- team building, trust and respect
- PLT's and the Inquiry Cycle
- Literacy in all Content areas – reading and writing, listening and speaking
- Collaborating with our Parent Learning Partners effectively
- QTEL training- enhances all instruction
- Use of ARIS and Acuity
- Technology- Integration of technology into daily classroom instruction/ Creating Tech-Rich lessons/ Google APPS/Smartboard
- Creating Curriculum Maps and interdisciplinary planning
- Project based learning and science inquiry
- Creating assessments, data collection, analysis and implications for differentiation of instruction
- Protocols for PLT meetings

Assessment of efficacy of PD: Aside from the standard 4-square evaluation sheets completed after each professional development session in order to assess the effectiveness of the PD, I plan to provide the staff with reflection journals to record experiences and reflections during professional development and instruction. Staff, with myself modeling, will be expected to reflect on strategies we plan to attempt immediately or in the long-term, frustrations and challenges faced with certain concepts or practices, wonderings and requests for assistance in particular areas, whether further PD, inter-class visitations or modeled lessons. This journaling, besides reinforcing the self-reflection required as a pedagogue in a Professional Learning Community, will serve as the foundation for the personal communication I'd like to establish with staff and the creation of Teacher Action Plans with revisiting during private teacher conferences. I expect to see evidence of newly acquired strategies from professional development incorporated into daily instruction, and will look for it in informal observations. However, the journal keeping and subsequent discussions during teacher conferences will provide insight into staff entry levels, strengths and challenges. The continuous revision with the teachers of their individual Action Plans, combined with proactive and reactive professional development, and regular classroom visits will enable me to closely monitor the progress of each teacher's pedagogy and will ensure our students are receiving the best education possible.

Schoolwide Enrichment Model (SEM): Planning and Implementation from Classrooms to Clusters

Session 1

Facilitator's Agenda

Goals for Today's Session

- To encourage all staff to develop the talent potentials of young people by (a) systematically assessing strengths, (b) providing enrichment opportunities, resources, and services to develop the strengths of all students, and (c) using a flexible approach to curriculum differentiation and the use of school time
- To explore strategies for improving the academic performance of all students in all areas of the regular curriculum and for blending into the standard curriculum activities that will engage students in meaningful and enjoyable learning
- To conceptualize the structure and expected outcomes of a Schoolwide Enrichment Model (SEM)

• Ice Breaker: Personalization is the Key!

1. Fill out table tent card. On the front of the card put your first name. On the back of the card indicate what you would be doing if you were not an educator.
2. Have participants share their responses individually. Engage participants with the sharing of each other's talents, interests, and passions

• Introduction

1. Schools are places for Talent Development
2. Understanding Characteristics of Giftedness: Above Average Ability, Creativity & Task Commitment
3. Discuss the common attributes of Giftedness: Cognitive, Affective, Physical, Intuitive & Societal Behaviors.
4. Understanding the characteristics of students with learning disabilities that are gifted (The Twice Exceptional Child)

• Silent Read and Share Out- Explore the current findings about Underachievement. Ask participants to read the article by Joseph Renzulli, *Engagement is the Answer*. Share out thoughts and responses. The discussion should be centered around the need to infuse motivationally rich experiences into the curriculum that will promote engagement, increase enjoyment, and produce a genuine enthusiasm for learning.

• Jigsaw Activity: Understanding the History & Theoretical overview of the Schoolwide Enrichment Model

-Assign designated sections of the article *A Rising Tide Lifts All Ships: Developing the Gifts and Talents - Enrichment for All Students* by J. Renzulli to the participants. Give them 10 minutes to read and 5 minutes to table share. Have participants chart their findings and share out.

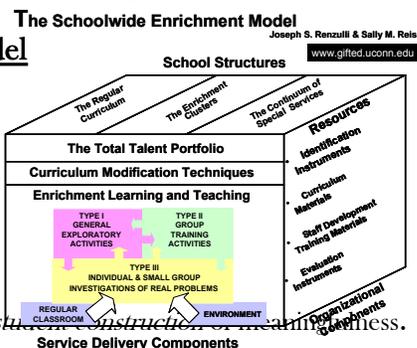
-Engage the participants about the essence of the article: The Schoolwide Enrichment Model has demonstrated its effectiveness in bringing about significant changes in schooling by infusing more effective practices into existing school structures.

• Understanding the Major Components of the Schoolwide Enrichment Model

-Discuss the components and outline how the Components of the SEM Model will benefit all of our students.

-Discuss the principals of *enrichment learning* or *high-end learning*:

1. Each learner is unique.
2. Learning is more effective when students enjoy what they are doing.
3. Learning is more meaningful and enjoyable when content and process are learned within the context of a real and present problem.
4. Some formal instruction may be used in enrichment learning, but a major goal of this approach is to enhance knowledge and thinking skill acquisition gained through *teacher instruction* with applications of knowledge and skills that result from *student construction* of meaning.



• Principals of Enrichment Learning or High-End Learning - Framing your thinking

1. What are the specific skills that define enrichment learning and how are these skills different from the traditional goals of didactic learning?
2. In groups, list the *skills and the abilities* your students will need to be successful in enrichment learning.

• Total Talent Portfolio: Interest Surveys and Learning Style Inventories- Creating Class Profiles

-Have participants complete the Renzulli *Learning Styles Inventory* and *Interest-A-Lyzer*. Discuss the implications for teaching and learning and the development of a class profile using the results of various surveys and inventories.

• Next Steps Implementation and practice - Get to Know Your Students

1. How will we implement the SEM model in our school?
2. How will you develop and utilize a Total Talent Portfolio for your students?

• Reflection

Schoolwide Enrichment Model (SEM): Planning and Implementation from Classrooms to Clusters

Session 2

Facilitator's Agenda

Goals for Today's Session

- To encourage all staff to develop the talent potentials of young people by (a) systematically assessing strengths, (b) providing enrichment opportunities, resources, and services to develop the strengths of all students, and (c) using a flexible approach to curriculum differentiation and the use of school time
- To promote continuous, reflective, growth-oriented professionalism on the part of all school personnel.
- To create a learning community that honors ethnic, gender and cultural diversity, mutual respect and caring attitudes toward one another, respect for democratic principles, and preservation of the earth's resources.
- To implement a democratic school governance procedure that includes appropriate decision-making opportunities for students, parents, teachers and administrators
- To design enrichment clusters based on students' interests
- **Ice Breaker: Personalization is the Key!**
 1. Fill out the survey *What Kind of Fruit Are You?* (grapes, orange, banana, melon) learning style inventory. Have participants share their responses individually. Engage participants with the sharing of the results: What does your fruit mean to you?
- **Introduction**
 1. Sharing our extended learning's: Total Talent Portfolio
 2. Creating Class Profiles
 3. Renzulli Learning: www.renzullilearning.com
 4. Renzulli's 5 Dimensions of Differentiation
- **Video Viewing: Renzulli Video Clip: Developing the Gifts and Talents of All Students**

Using a video viewing form, participants will focus of the segment about *Implementing Interest-Based Enrichment Clusters*. Share out thoughts and responses. The discussion should be centered around the major theme of enrichment clusters: *Every student is special if we create conditions that make each student a specialist in a specialized group*. Focus the discussion on the Major Features of Enrichment Clusters
- **Introduce and Discuss the Seven Steps To Implementing An Enrichment Cluster**
- **Discuss the Key Questions that need to be addressed in an effort to formulate quality enrichment clusters**
 1. What do people who are interested in this area do?
 2. What products do they create and/or what services do they provide?
 3. How, and with whom, do they communicate the results of their work?
 4. What resources and materials are needed to produce high quality products and services?
 5. What steps need to be taken to have an impact on intended audiences?
- **Reviewing Sample School Enrichment Cluster Program Brochures -**

Have the participants review the brochures and table share. Share out their thoughts and ideas about the sample programs and their components.
- **Evaluating Clusters Activity: THE GOOD, THE BAD, AND THE UGLY**

Have participants review the components of 5 sample clusters utilizing the following question to evaluate the sample clusters as a table share.

How could this cluster be improved to more accurately reflect good cluster philosophy and practice?

 - Advanced Content
 - Authentic Methods
 - Produce and/or service
 - Student Driven
 - Authentic Audience

Share out their findings...
- **Design a Cluster Based on Student Data/Interests**

-Hand out and review Enrichment Cluster Planning Guide as well as sample Renzulli Learning Sample Student Profiles.
-Break up the participants by their designated Fruits (grapes, orange, banana, melon). Have them work as a learning style group to design a cluster based on the interests of the sample profiles given to their group. Chart their Cluster and share out.
- **Principals of Enrichment Learning or High-End Learning - Framing OUR thinking**

-Review and discuss the components and outline how the Components of the SEM Model will benefit all of our students. Discuss the principals of *enrichment learning* or *high-end learning*

 1. Each learner is unique.
 2. Learning is more effective when students enjoy what they are doing.
 3. Learning is more meaningful and enjoyable when content and process are learned within the context of a real and present problem.
 4. Some formal instruction may be used in enrichment learning, but a major goal of this approach is to enhance knowledge and thinking skill acquisition gained through *teacher instruction* with applications of knowledge and skills that result from *student construction* of meaningfulness.
- **Reflection**

"Life is not easy for any of us. But what of that? We must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something... and that this thing, at whatever cost, must be attained."

-Marie Curie

ENVIRONMENTAL EDUCATION PD AT
THE NEW YORK BOTANICAL GARDEN

*The Van Nest Academy for Environmental Health
 Sciences and Technology*

**Summer, 2010 (session 1)
 Facilitator's Agenda**



Time	Schedule
9:00 – 9:30am	Introductions <ul style="list-style-type: none"> ◆ Introduce yourself and give an overview of NYBG with catalogs, brochures, and maps ◆ Prompt teachers “What do you want to learn?” and elicit feedback
9:30 – 10:30pm	Where’s my peanut? - an observation activity <ul style="list-style-type: none"> ◆ An activity that requires teacher to observe a known object and describe in qualitative and quantitative terms
10:30 – 11:30am	Let’s discover Nature! (Environmental Education Exploration) <ul style="list-style-type: none"> ◆ Take the teachers outdoors to model informal outdoor education ◆ Pose questions and let teachers think through possible answers
11:30 – 12:00pm	Working Lunch
12:00 – 3:00pm	Nature Skills: survey of the NYBG 50-acre forest <ul style="list-style-type: none"> ◆ Teachers will bring nature notebooks to the forest to conduct several basic forest activities ◆ Teachers will record observations using sight, sound, smell and touch of the forest ◆ Connect the learning and questions to the NYC-DOE Scope and Sequence
3:00 – 3:30pm	Review, Discussion, & Journaling <ul style="list-style-type: none"> ◆ Start journaling about our thoughts of the day ◆ Elicit feedback and share with the group

ENVIRONMENTAL EDUCATION PD AT THE NEW YORK BOTANICAL GARDEN

*The Van Nest Academy for Environmental Health
Sciences and Technology*



Summer, 2010 (session 2) Facilitator's Agenda

Time	Schedule
9:00 – 9:30am	Welcome back <ul style="list-style-type: none"> ◆ Thoughts and questions since last session... ◆ Provide teachers with an overview regarding the activities in the forest and wetland
9:30 – 10:30am	Nature skills, part II <ul style="list-style-type: none"> ◆ Teachers will now learn some basic skills related to this content area ◆ They will “focus in” and observe plant leaves for shape and identification ◆ They will also “focus out” and observe the landscape for topography
10:30 – 11:30am	Field Work: Forest Ecosystem <ul style="list-style-type: none"> ◆ Using the basic and detailed nature skills, the teachers will conduct an environmental project to determine the plant diversity of the forest ◆ Upper grades will conduct a formal transect through the forest and Id plants ◆ Lower grades will use a simplified line method to look for similarities and differences among plants ◆ Conduct a lesson on which plants are native or exotic
11:30 – 12:00 pm	Lunch
12:00 – 2:30pm	Nature skills, part III... let's try the wetland <ul style="list-style-type: none"> ◆ Teachers will now learn some basic skills related to this new (wetland) content area ◆ How is this place different/same from the forest? ◆ What skills can we translate to this new spot? ◆ Observe plants up close and landscape from a distance
2:30 – 3:30pm	Summarize, summarize, summarize our learning (review, discussion and journaling) <ul style="list-style-type: none"> ◆ What are some opportunities for interdisciplinary planning and instruction can you imagine for your grade level? ◆ How can/do we infuse social studies, literacy, math, and art into these

activities or their extension?

******PLEASE SEE APPENDIX H IN HARD COPY FOR ALL HANDOUTS OF BOTH THE SEM AND ENVIRONMENTAL EDUCATION PROFESSIONAL DEVELOPMENT PLANS. THEY WILL BE SENT AS ATTACHMENTS IN A SEPARATE EMAIL**

Section 5: Curriculum and Instructional Model *Length: 10 pages maximum*

5A Elementary K-6 Course Sequence

ELA	K	1	2	3	4	5	6
Sept-Oct	R-Readers Build Good Habits -Readers Read Emergent Storybooks W-Launching the Writer's Workshop and Oral Storytelling	R-Readers Build Good Habits, Read Just Right Books & Use Print Strategies to Support Conventional Rdg W- We Are All Writers -Personal Narrative/Stories from Our Lives	R- Rdg with Stamina. Fluency and Meaning -Character Study W- Launching the Writer's Workshop -Personal Narrative/Small Moments	R- Rdg with Stamina & Meaning -Rdrs Have Ideas About Book Characters W- Life As Writers Personal Narrative	R – Launching the Reader's Workshop -Building Stamina and Developing Ideas & Theories About Characters in a Series W – Launching the Writer's Workshop - Realistic Fiction	R – Rdg with Stamina & Meaning - Non-Fiction Rdg: Focus on Science W – Launching the Writer's Workshop/Quick Publish - DBQ's	R – Launching Reader's Wkshp - Novel Study/ Book Clubs W – Launching Writer's Wkshp - Response to Literature -Persuasive Writing: "Book Sell"
Nov-Dec	R-Readers Continue to Read Emergent Books & Build Good Habits -Talk About Books to Grow Ideas: Spotlight on Comprehension W-Personal Narrative: Small Moments -Can You Read This? Writing for Readers	R-Rdrs Talk About Books to Grow Ideas (Partnerships, Accuracy, Fluency, Patterns and Comprehension) W-Introduction to Genres -Zooming in on Small Moments	R- Talking, Thinking and Writing About Rdg -Comprehension: Story Elements W - Craft of Revision - Writing About Rdg	R- Partnerships - Non-Fiction Rdg W – Non-Fiction/ Information Books/ Science - Persuasive Letters	R –Non-Fiction Reading - Reader's Workshop Test Taking Strategies W – Personal essay - Expository Essay	R – Developing Ideas About Books Through Characters - Historical Fiction W – DBQ's - Personal Essay - Research Paper	R – Reading Non-Fiction Texts: Focus on Science - Reading Short Texts: Fiction and Non-Fiction W – Informational Report/Narrative Procedure - Extended Responses & Short Focused Responses
Jan-Feb	R-Readers Think and Talk About Characters in their Books -Readers Use Sources of Info as They Read Shared Reading W-Can You Read this? -Author Study	R-Rdrs. Bring Word Power to Power Reading -Non-Fiction Study W- Writing for Rdrs -Crafting our Writing using a Mentor Author (Ezra Jack Keats)	R- Rdg in a Series - Building Comprehension, Stamina, Fluency in Harder Books W – Writing For Rdg - Realistic Fiction	R – Mystery Study in Partnerships - Close In Rdg Across Short Texts W – Edge-of-your-Seat Stories -Literary Essays	R – Revisiting Just Right Books and Workshop Routines - Book Clubs W – Persuasive Essay - Writing Within the Content Area of Science and Social Studies	R – Building Comprehension Through Short Texts - Rdg Across Books in Genre Clubs W – Research Paper (SS & Science) - Literary Essay	R – Reading Short Fiction and Non-Fiction Texts - Mythology W - Extended Responses and Short Focused Responses - Creating Original myths/Determine Moral/lessons
Mar - Apr	R –Rdrs Use Sources of Info as They Read Shared Rdg -Rdrs Use Just Right Books and Use Print Strategies W –Non-Fiction How-To Books -Non-Fiction All About Books	R- Character Study - Poetry/ Self-Reflection W- Non-Fiction: research Topics -Poetry	R- Non-Fiction -Author Study W- Non-Fiction/How-To -Non-Fiction/All About	R – Social Issues in Book Clubs -Biography Rdg W- Realistic Fiction -Poetry	R – Colonial Biography Centers - Historical Fiction in Book Clubs W – Colonial Biography - Poetry	R – Poetry - Realistic Fiction W – Literary Essay - Poetry - Realistic Fiction	R – Informational texts - Poetry W – Writing with Voice and Point of View/ Editorials - Writing Poetry/Use of Literary Devices

SS	K	1	2		3		4		5	6
Sept- Nov	School and School Community	Families are Important	Our Community's Geography	Sept -Oct	Intro to World Communities & Geography	Sept- Mid- Oct	Native Americans	Sept- Oct	Geography & Early Peoples of the Western Hemisphere	Geography & Early Peoples of the Eastern Hemisphere
						Mid- Oct- Nov	Three Worlds Meet			
						Dec- Jan	Colonial and Revolutionary Periods	Nov	The U.S.	Middle East
Dec- Jan	Self and Others	Families Now & Long Ago	New York City over Time	Nov - Jun e	Case Studies of 4-6 Diverse World Communities	Feb- Mid- Mar	The New Nation	Dec- Mid- Feb	Latin America	Africa
Feb- March	Families	Families in Communi- ties	Urban, Suburban & Rural Communities			Mid- Mar- Apr	Growth and Expansion	Mid- Feb- Apr	Canada	Asia
April- June	The Neighborhood	The Communi- ty	Rights, Rules and Responsibilities			May- June	Local & State Government	May- June	Western Hemisphere Today	Europe
Sci & Health	K	1	2	Sci & H	3		4		5	6
Sept- Nov	Health- Nutrition/ Diabetes and Obesity Science- Trees Through the Seasons (all year)	Health- Air Quality/S moking/P ollution/A sthma Science- Animal Diversity	Health- (Shared with 7 th graders) Non-Infectious Diseases/Poisonin gs (Soil, runoff & plants) Science- Earth Materials	Sept - Nov	Health- Water Quality and Disease Science- Nature of Science and Matter		Health- Water Quality and Disease Science- Nature of Science and Animals and Plants in their Environments		Health- Nutrition/ Diabetes and Obesity Science-Nature of Science	Health - Air Quality/Smoking/ Pollution/Asthma Science-Nature of Science & Simple & Complex Machines
Dec- Feb	Health- Nutrition/ Diabetes and Obesity Science-Exploring Properties / and Trees/seasons	Health- - Air Quality/S moking/P ollution/A sthma Science- Properties of Matter	Health- Non- Infectious Diseases/Poisonin gs (Soil, runoff & plants) Science- Forces and Motion	Dec- Jan	Health- Water Quality and Disease Science- Energy		Health- Water Quality and Disease Science- Electricity and Magnetism		Health- Nutrition/ Diabetes and Obesity Science- Earth Science	Health - Air Quality/Smoking/ Pollution/Asthma Science- Prop. of Matter and Weather
				Feb- Mar	Health- Water Quality and Disease Science-Simple Machines		Health- Water Quality and Disease Science- Properties of Water		Health- Nutrition/ Diabetes & Obesity Science- Food and Nutrition	Health - Air Quality/Smoking/ Pollution/Asthma Sci- Diversity of Life
Mar - June	Health- Nutrition/ Diabetes and Obesity Science-Animals /and Trees/Seasons	Health- - Air Quality/S moking/P ollution/A sthma Science- Weather and Seasons	Health- Non- Infectious Diseases/Poisonin gs (Soil, runoff & plants) Science- Plant Diversity	Apr - Jun e	Health- Water Quality and Disease Science- Plant and Animal Adaptations		Health- Water Quality and Disease Science- Interactions of Air, Land and Water		Health- Nutrition/ Diabetes and Obesity Science- Exploring Ecosystems	Health - Air Quality/Smoking/ Pollution/Asthma Science- Interdependence

Math	K	1	2	3	4	5	6
Sept-Oct	Number systems/ Patterns, Relations & Functions/ Geometric Relationships/ Org and Display of Data	Number Systems	Number systems and Theory/ Shapes/ Estimation/ Collections of Data/	Number Theory/ Estimation/ Equations and Inequalities/ Shapes/ Units of Measurement/ Units	Number Systems & Theory/ Ops/ Estimation/ Shapes/ Units of Measurement/ Units/ Collection of Data	Number Theory/ Variables & Express/ Transform/ Geometry/ Units of Meas./ Estimation	Number Systems/ Ops/ Estimation/ Patterns, Rel. & Funct/ Transform. Geom./ Units of Meas./ Org and Collection of Data
Nov-Dec	Number systems/ Patterns, Rel. & Funct/ Transform. Geometry/ Org & Display of Data	Number Systems/ Units of Measurement/ Units/ Estimation	Number systems/ Equations and Inequalities/ Transformational Geometry/ Units of Measurement/ Units/	Number System/ Ops/ Patterns, Rel., Functions/ Transform. Geom./ Units of Meas./ Org and Collection of Data	Num. Syst./ Ops/ Variables & Expression/ Patterns, Rel. & Funct./ Shapes/ Meas./ Units/ Predictions from Data	Number Systems/ Estimation/ Equations & Inequalities/ Geom. Rels./ Units of Meas./ Tools & Methods/ Units/ Collections of & Predictions from Data	Number Sense/ Ops/ Estimation/ Variables & Expressions/ Shapes/ Analysis of Data/ Predictions from Data
Jan-Mar	Number Syst/ Operations/ Shapes/ Coord. Geom./ Units of Meas./ Collection, Org and Display of Data	Ops/ Estimations/ Patterns, Rel. & Functions/ Shapes, Transform. & Coord. Geom./ Units of Meas./ Units/ Collection of data	Number systems/ Operations/ Shapes/ Units of Measurement/ Units/ Org and Display of Data	Number System/ Ops/ Estimation/ Shapes/ Units of Meas./ Units/ Org, Display Analysis and Predictions of/from Data	Number Systems/ Operations/ Equations & Inequalities/ Shapes/ Units of Measurement	Number Systems/ Number Theory/ Ops/ Estimation/ Patterns, Rels. & Functions/ Shapes/ Geom Rels/ Units of Meas/ Units/ Org, Display & Analysis of Data	Number Sense/ Ops/ Estimation/ Equations & Inequalities/ Shapes/ Units of Meas./ Tools & Methods/ Analysis of Data/ Predictions from Data
Apr-June	Number Systems/ Transform. Geom./ Units of Meas.	Operations/ Collection of Data	Number systems/ Operations/ Estimations/ Patterns, Relations & Functions/ Transform. Geom./	Number Syst./ Ops/ Estim./ Equations & Inequalities/ Shapes/ Collection of Data	Number Systems/ Operations/ Equations & Inequalities/ Geometric Relationships/ Collection & Analysis of Data	Variables & Expressions/ Inequalities & Geom/ Probability	Equations & Inequalities/ Coord. Geom./ Org & Display of Data/ Probability

5B. Curriculum Map for Science

The activities presented in this curriculum map spanning K-6 are a collection of activities found within Harcourt, Glencoe, FOSS, Delta Science, SEPUP SALI, GLOBE science, Operation Explore, Projects Wet and Learning Tree and from teachers who've posted their ideas on ARIS and the web. The teachers of The Van Nest Academy will utilize a combination of text and kit programs for Science and will be encouraged to map out their own activities for each grade. Of course, the NYC planning guides and Scope and Sequence are to be used as the backbone for their curriculum planning.

Science Curriculum Map K-6 (as aligned with NYC K-8 Science Scope and Sequence)

By the end of the year...	Students will Know (Content)	Students will Understand... (Essential Questions)	Students will Be Able to Do... (Skills) Inquiry/Process Skills to be mastered by all students: Classify, Predict, Communicate, Compare/Contrast, Create Models, Gather/organize Data, Generalize, Infer/Draw Conclusions, Interpret data, Make decisions, Identify Variables, Manipulate Materials, Measure, Observe	Evidence of Learning (Possible Activities/Projects)
Kindergarten Unit 1 Trees Through The Seasons	-An organism is a living thing -Needs and parts of plants -Living things grow and change -Plants respond to changes in the environment including seasonal changes	<i>What are some changes we see in trees during the year?</i>	<ul style="list-style-type: none"> Identify the basic needs of organisms to live and thrive Observe and compare the different structures that enable each plant to live and thrive Observe adaptations of plants 	<ul style="list-style-type: none"> "Can a seed grow into any type of Plant? Activity – assorted seeds planted in various pots. As plants grow, students compare the seedlings and conclude that different seeds produce different plants. "Comparing Plants" Activity – find & sort pics of various plants onto poster: trees, shrubs, grass and flowering plants. Visit Bot. Gardens regularly throughout year. Observe, draw, write about changes seen in the plants of the same areas. Take air and soil temperatures, and humidity measurements. "A Plant's Needs" investigation – water vs. no water. Predict, observe, measure, draw, conclude.
Unit 2 Exploring Properties	-Size, shape, texture, weight, color, number, patterns, smell, taste, sound, etc. -Hot/cold (thermometer), Weight (pan balance), Measurement (nonstandard units) including bigger/ smaller, more/less and capacity of liquids, Observations (hand lenses) -Objects sink or float	<i>How do we observe and describe objects?</i>	<ul style="list-style-type: none"> Observe and describe physical properties of objects using all of the appropriate senses and tools Determine whether objects are alike or different Observe, describe, and identify the properties of materials (e.g., wood, plastic, metal) in order to sort or group objects according to their properties 	<ul style="list-style-type: none"> "Sorting Matter" Activity- Identify and describe solids and liquids "The Same and Different" Activity- describe, compare, sort and group objects by shape, color, size and weight "Describing Textures" Activity- Objects have many observable forms "Making Changes" Activity –recognize physical changes of matter
Unit 3 Animals	- Wings, legs, fins, eyes, nose, ears, tongue, skin, claws, etc. - Dogs /puppies, cats/kittens, cows/calves, ducks/ ducklings, frogs/tadpoles - Coat thickness in winter, rabbits changing fur color, shedding of fur - Nest building, hibernation, migration	<i>What are animals?</i>	<ul style="list-style-type: none"> Identify the basic needs of animals vs. plants to live and thrive Observe and compare the different structures that enable each animal to live and thrive Differentiate between living and non-living things Recognize that living things have offspring and that offspring closely resembles its parents Observe physical animal characteristics and behaviors that are influenced by changing environmental conditions 	<ul style="list-style-type: none"> "Living and Non-Living Poster" Activity Describe characteristics of living and non-living things, classify "Sorting Animals" Activity- Compare/contrast animals by size, shape, features and body coverings "Make a Puzzle" Activity- Observe and Illustrate what an animal needs "Growth and Change" Activity- Sequence pictures to show how animals change and grow after witnessing live birth and growth of butterflies, ducklings and frogs

<p>First Grade</p> <p>Unit 1 Animal Diversity</p> <p>Unit 2 Properties of Matter</p>	<p>-Animals need food, air and water to live and thrive.</p> <p>-Animals have specialized body parts which assist them to live and thrive</p> <p>-Animals have different body coverings which help them survive in their environment</p> <p>-Each generation of animal goes through changes in form. This sequence is called the life cycle and may include egg, larva, and pupa.</p> <p>-The length of time from birth to death is called the life span which vary by animal.</p> <p>-Animals are adapted to their habitats in a variety of ways, which include coloration, defense mechanisms, movement, hibernation, and migration</p> <p>-Animals closely resemble their parents and other individuals in their species.</p> <p>-Some traits of living things have been inherited.</p> <p>-Objects are made of one or more materials</p> <p>-Objects can be described by the properties of the materials from which they are made, such as paper, wood and metal.</p> <p>-Matter can be grouped according to other observable properties such as size, shape, weight, texture, or hardness</p> <p>-Liquids take the shape of the containers they are in.</p> <p>-Air does not have a definite shape.</p> <p>-Solids have a definite shape.</p> <p>- Liquid water changes into gas as it moves into the air</p> <p>- sinking/floatation, solubility</p>	<p><i>How are animals alike and different?</i></p> <p><i>What are some properties of solids, liquids and gases?</i></p>	<ul style="list-style-type: none"> Identify, describe, and compare the physical structures of animals Identify, in animals, the relationship between the physical structures and the functions of those structures Compare and contrast the physical characteristics in animals. Describe how physical traits help a species to survive Observe how animals grow and change in predictable ways Describe animal life cycles and life spans Observe and describe the three states of matter Observe and describe how water evaporates when left in an open container Observe that the material(s) of which an object is made determines some specific properties of the object Predict, observe, and examine different substances to determine their ability to mix with water Use tools such as hand lenses, rulers, thermometers, and balances to observe and measure the properties of materials. Test objects to determine whether they sink or float Observe, and describe the change of objects when placed in different environments. 	<ul style="list-style-type: none"> Students take care of a classroom pet, taking turns providing for its food, illustrate and write short story. Students estimate, calculate & graph amount of food & liquid needed for the classroom pet, over a week, a month, etc. Students sort and classify the pictures of animals based on a characteristic, re-sort animals based on how they move, choose an animal card and move like the animals. Class observes and guesses animal based on the movement. Students make a model of the animal out of clay. Students study fish in an aquarium & conclude how fins contribute to the movement of the fish and develop charts to classify animals and their type of movement. Students use hand lenses to observe and draw various types of body coverings: fake fur, feathers, waxed paper, and a net bag to simulate fur, feathers, smooth skin and scaly skin on puppets. Students observe and draw the life cycle of a butterfly, silkworm, or frog by observing the animals' metamorphosis firsthand in the classroom and make a graph representing the life spans of the animals. Students match a variety of habitats (an open milk carton, a fish tank half full of water with a large rock in it, a bottle containing a twig, a cap full of water and some soil, with several holes punched in the cap, and an inverted one liter soda bottle with the top cut off, also with a few holes in the top with the correct criters and explain why: butterfly, fish, ant, snake, mealworm, tadpole, isopod, spider, turtle, and lizard Scavenger hunt to find objects with particular Students observe and describe the properties such as color, odor, and flow, of a variety of liquids – i.e. corn syrup, oil, water, and vinegar. Students use their observations to identify a mystery liquid. Students use a Celsius thermometer to measure the temperature of warm, cold, and room temperature water. Students observe what happens to equal amounts of liquids when they are poured into containers of various shapes. Students contrast these observations to those made when beans, marbles, or gravel is poured into containers of various shapes. Students compare properties of gases and solids by investigating a plastic bag filled with air and another with solid objects. Students observe ice melting and water evaporating from a flat surface. Students explore Oobleck and describe which properties are those of a liquid and which are those of a solid. Students estimate sizes of objects using phrases like about as long as, almost as long as, wider than... Students predict and explore whether certain objects sink or float Students measure the length and mass of objects using standard and nonstandard units Students use pan balances to measure a variety of objects
<p>Unit 3 Weather & Seasons</p>	<p>-Cloud cover, cloud types, wind speed and direction, precipitation</p> <p>-Phases of the moon</p> <p>-Weather conditions can change from day to day.</p> <p>-Weather can vary seasonally.</p> <p>-Living things are affected by seasonal changes.</p> <p>-Weather can be described and measured by temperature, wind and precipitation.</p> <p>-Instruments can be used to provide us with information about the weather</p> <p>-Different clouds are associated with different weather conditions</p> <p>-The Earth revolves around the sun</p> <p>-The rotation of the earth causes day and night. Humans organize time units based on natural motions of the earth: second, minute, hour, week and month</p> <p>-The Sun is a star that is a source of heat and light on which all living things depend</p> <p>-The Moon orbits the Earth and we see different phases of the moon</p>	<p><i>What are some of the changes we notice between seasons?</i></p>	<ul style="list-style-type: none"> Observe and describe weather conditions that occur during each season Observe, measure, record, and compare weather data throughout the year by using thermometers, anemometers, wind vanes, and rain gauges. Compare temperatures in different locations Compare day and night temperatures. Illustrate and describe how the sun appears to move during the day. Illustrate and describe how the moon changes appearance over time Describe the 24 hour day/night cycle Observe and record the changes in the sun's and other stars' position, and the moon's appearance relative to time of day and month, and note the pattern of this change. Recognize that the sun's energy warms the air. 	<ul style="list-style-type: none"> Students keep a daily weather journal, after brainstorming a list of weather words. They may also keep weather calendars using these words to denote different types of weather. Students use thermometers to daily measure the outside temperature and record the number of degrees Celsius or Fahrenheit Students research seasonal changes such as the migration of birds, changing leaf color, and hibernation as responses to weather Students use weather instruments directly, including computer weather station on roof and record weather changes (temperature, wind chill, precipitation, etc.) Students construct pin wheels, anemometers and rain gauges Cloud Cover Estimation: Have the students observe the sky. Ask students to estimate how much of the total sky is covered by clouds. Gather their answer. Give out construction paper and crayons and have them draw their estimations of the cloud cover
<p>Second Grade</p> <p>Unit 1 Earth Materials</p>	<p>-Living and Non-living components of soil</p> <p>- The Earth consists of land and water</p> <p>-The land contains rocks, soil and sand.</p> <p>-There are many properties around which rocks can be grouped.</p> <p>-Natural resources are useful materials, which come from the earth and need to be preserved. Some examples are water, rocks, wood, oil, coal and gas.</p> <p>-There is water in the air. The water cycle describes the way water moves from clouds to earth and back. It consists of evaporation, condensation and precipitation</p>	<p><i>What materials make up the Earth?</i></p>	<ul style="list-style-type: none"> Observe and describe the basic properties and components of soil Investigate different types of soil according to: <ul style="list-style-type: none"> Color Texture Materials Capacity to retain water Explore how erosion and deposition are the result of interactions between air, wind, water, and land. Observe and describe the physical properties of rocks (size, shape, color, presence of fossils). Compare and sort rocks by size, color, luster, texture, patterns, hardness/softness. Make clear that nonliving things can be human-created or naturally occurring. 	<ul style="list-style-type: none"> Students identify the layers of the earth using an apple as a model of comparison. They compare the shape of the apple to that of the earth, examine the apple skin and compare it to the thin crust of the earth; the white part of the apple compared to the mantle of the earth; the apple core compared to the outer core; the seeds compared to the earth's inner core. Students visit bodies of water around NYC and compare/contrast them. Students brainstorm what they know about an environment and create a mural, including plant and animal life, adding as they acquire more info. Students investigate properties of salt/fresh water, especially differences in density: place egg in each type of water and observe what happens to the egg Students collect and examine a variety of rocks using hand lenses and classify them by observable properties Students examine a plastic bag full of soil using a toothpick and hand lens, separate out what they find. Erosion: Many small pebbles are put in a coffee can, which is passed around and continually shaken. When opened, students offer an explanation of where the resulting "dust" came from. Students also participate in "Making Soil" Activity from Operation Explore. Students examine and ID "mystery mixtures". Each pair of students examines one mixture. Mixture A has equal parts of sand, clay and humus. Mixture B has 2 parts clay to one part sand. Mixture C has two parts clay to one part humus. Each student is given "Natural, Comes from Earth" and "Man-Made" tags (post-it notes) and a crayon. Outside, students tag objects they think are natural or man-made. Students describe the object, draw it on their tags (post-it notes), and return to their classrooms with the tags. They discuss the different things they tagged and make bar graph labels for the different categories. Students participate in "Go to the Head of the Cloud" Project Wet activity on the water cycle

<p>Unit 2 Forces and Motion</p>	<p>-A force is a push or a pull, which makes an object move. The more force you use, the more the object moves. -Gravity is the force that pulls things downward without touching them. -Friction is a force that can slow down an object. The greater the force, the more the object moves. -Something with more mass requires more force to be moved. -Forces affect matter. Gravity is a force that pulls objects toward the center of the earth. -The force of gravity can affect objects through gases liquids and solids.</p>	<p><i>What causes objects to move?</i></p>	<ul style="list-style-type: none"> • Observe and describe the position of an object relative to another object (over, under, on top of, next to) • Identify a force as push or a pull • Demonstrate how the position or direction of an object can be changed by pushing or pulling (forces and motion): <ul style="list-style-type: none"> • Change the direction of objects by pushing and pulling using blocks, ramps, cars, and balls. <ul style="list-style-type: none"> - Inclined plane • Identify gravity as a force that pulls objects down: <ul style="list-style-type: none"> • The balance scale • Balance and the center of gravity • Observe and describe how the force of gravity can affect objects through air, liquids, and solids. 	<ul style="list-style-type: none"> • Students examine a class set of simple machines and discuss how each makes work easier. • Friction: Using toy cars allow students to explore moving them along different surfaces. Have them choose a material out of which to make a ramp that will allow the car to travel the greatest distance when the ramp is kept at a uniform height, and have students release the car on the ramp at different release points. • Students construct a lever apparatus (three pencils stacked together in the shape of a triangle for the fulcrum and a half-meter stick with cups taped to each end for the lever) and use it and gram cubes to measure the effort required to lift an object placed at one end. Students explore by placing the fulcrum in different positions and measuring the effort required. <ul style="list-style-type: none"> • Balanced and Unbalanced forces: Tug-of-war: Students observe what happens when one student pulls on one end of the rope and observe what happens when the forces are balanced and unbalanced. • Students make and toss bean bags at targets to explore the relationship between the force required to toss the bean bag at the target and the weight of the bean bag (Inquiry-how does changing the distance of the target affect the force needed?) • Gravity: Invite the students to hold a ball and observe what happens when they let go. Students hold a marble on the center groove of a ruler that is horizontal and then observe what happens when the ruler is tilted. • Momentum: Students slide a ball inside a cup and find that when the cup stops the ball continues to move forward. Students place a toy figure in the toy car and place a block at the end of the ramp. When the car is released, students observe the figure fly out upon contact with the block. (At this time a discussion of seat belts can be initiated) • Students use approximately the same amount of force on a tennis ball, softball, and a basketball to determine how the weight of the ball affect's the balls motion. • Students use spring scales to determine the amount of force that gravity (weight) is exerting on various objects.
<p>Unit 3 Plant Diversity</p>	<p>-Parts of plants. These parts may be adapted in size, shape, thickness, color, smell or texture, to meet the needs of the plant -Plants, as all living things, have basic needs. They require air, water, nutrients, and light and have parts that allow them to carry out these functions. -Some plants reproduce through seeds. The seeds develop into plants similar to the parents Plants grow and change in predictable ways. -Plants have life cycles and spans -The leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow, seeds to germinate, and leaves to form and grow</p>	<p><i>How are plants alike and different?</i></p>	<ul style="list-style-type: none"> • Identify and compare the physical structures of a variety of plant parts • Describe the basic needs of plants: • Describe the basic life functions of plants • Observe and describe how plants grow and change in predictable ways • Observe plant life cycles and life spans. • Observe that plants reproduce from seeds, bulbs and cuttings • Observe that plants respond to changes in their environment 	<ul style="list-style-type: none"> • Students grow plants from a bean seed in plastic bags with dampened paper towel then transplanting some of them into soil. Compare the plants that grew with soil to those that grew without and record their daily observations over a period of weeks or months. • Develop a collection of plants that demonstrate differences in leaf size, shape, color, thickness, etc. from home or from daily walks in neighborhood or field trips • Visit the New York Botanical Garden, or a local Bronx River basin park to observe seasonal changes. • Students devise and carry out an investigation to determine what will happen if a plant is deprived of light, water or air. • Students will examine a cones and leaves (needles). Each group observes and describes the cones, branches and scales, observing the spiral structure and make inferences or generalizations about what they see. Students compare the structure of a flower with a cone. Students examine fruits with attention to the seeds • Students examine (with hand lens and digital microscopes) the structure of seeds that are dispersed by different methods. Discuss the modifications each seed has for dispersal: wind-borne, water borne, animal carried, propelled, and animal consumed. Seed collections then can be sorted • Students soak lima beans and observe the parts of a seed, can grow a plant from a Lima bean seed or from other culturally familiar seeds (avocado or grapefruit).

<p>Third Grade</p> <p>Unit 1 Matter</p>	<p>-Standard (metric) and nonstandard units -Use of Appropriate tools to observe, describe and classify matter (e.g. rulers, thermometers, pan balances, spring scales, graduated cylinders, beakers) - Matter can be described according to its properties: size, shape, mass/weight, volume, flexibility, luster, color, texture, hardness, odor, etc.</p>	<p><i>What are some of the properties of Matter?</i></p>	<ul style="list-style-type: none"> • Measure, compare and record physical properties of objects • Describe and compare the physical properties of matter 	<ul style="list-style-type: none"> • Length: "The First Straw" Investigation – cut straws to find a standard unit of measure, estimate and measure objects and compare measurements • Mass/Weight: "Weight Watching Investigation" – Setting the standard, using equal arm balances, weighing practice and "soaking sponges" to determine tare weight • Volume: "Take me to your Liter" Investigation - defining a liter, measuring capacity, measuring soda can capacity • Temperature: "The Third Degree" Investigation - measuring temperature, cooling off and metric field day
<p>Unit 2 Energy</p>	<p>-Various forms of energy: Sound, chemical, heat, electrical, mechanical - Energy Transformations: Heat to light, chemical to electrical, electrical to sound, etc - Burning, rubbing (friction), or combining one substance with another. - Interactions of matter and energy (e.g., electricity lighting a bulb, dark colors absorbing light, etc.). -Sound energy: Pitch (frequency), Vibrations, Volume, How sound travels through solids, liquids, gases, Noise pollution</p>	<p><i>What are some ways that energy can be changed from one form to another?</i></p>	<ul style="list-style-type: none"> • Observe, identify, and describe a variety of forms of energy • Identify the evidence for energy transformations and how humans use these energy transformations • Observe and describe how heat is conducted and can be transferred from one place to another. • Observe and describe different ways in which heat can be released: 	<ul style="list-style-type: none"> • Sound Energy "Dropping In" Investigation- objects can be identified by sound made when dropped: drop challenge, drop codes, sound and vibrations • "Good Vibrations" Investigation- vibration and pitch, length and pitch, tension and pitch • "How Sound Travels" Investigation – sound through air, water and solids • "Sound Challenges" – students design own investigations manipulating different variables studied
<p>Unit 3 Simple Machines:</p>	<p>-Various types of simple machines to make work easier by decreasing effort: Levers, pulleys, inclined planes, wheel and axle - A force is a push or a pull, which makes an object move. The more force you use, the more the object moves. -Friction is a force that can slow down an object. The greater the force, the more the object moves. -Something with more mass requires more force to be moved. -Forces affect matter. Gravity is a force that pulls objects toward the center of the earth.</p>	<p><i>How do simple machines help us to move objects?</i></p>	<ul style="list-style-type: none"> • Demonstrate how mechanical energy may cause change in motion through the application of force or the use of simple machines • Observe and describe how the amount of change in the motion of an object is affected by friction • Observe and describe how the position or direction of motion of an object can be changed by pushing or pulling. • Observe how the force of gravity pulls objects toward the center of the Earth. 	<ul style="list-style-type: none"> • "Measuring Force" Investigation – create and use a push-pull meter to measure the amount of force required to move various objects • "Work in Motion"- compare work accomplished in moving various objects, calculate work involved in walking up flight of stairs • "Levers Are For Lifting"- use levers to lift loads, vary placement of fulcrum, simple machines make work easier • "Friction Stops Motion" Investigation – how lubrication reduces friction over an object on which it moves, wheels overcome friction
<p>Unit 4 Plants & Animal Adaptations:</p>	<p>- The processes of all Living Things -Plant structures and their functions (e.g., roots, leaves, flowers, etc.) • Adaptations of these structures may include variations in size, shape, thickness, color, smell, and texture. • Plants change with the seasons • Seed dispersal -Animal structures and their functions (e.g., wings, legs, fins, scales, feathers, fur, etc.) • Animals respond to change in the environment (e.g., heart rate, eye blinking, shivering) • Animals change as seasons change – Hibernation – Migration -Inherited vs. Acquired Characteristics</p>	<p><i>How are plants and animals well-suited to live in their environments?</i></p>	<ul style="list-style-type: none"> • Describe how all living things grow, take in nutrients, breathe, reproduce and eliminate waste. • Describe how plants must be adapted to their environment in order to survive. • Describe how animals must be adapted to their environment in order to survive • Recognize that traits of living things are both: <ul style="list-style-type: none"> • Inherited (color of flowers, eye color). • Learned/acquired (riding a bicycle, having scars) 	<ul style="list-style-type: none"> • Operation Explore "Adaptation Game"- Pictures of animals and plants need to be matched to their adaptation and purpose for survival • Delta Science Modules (DSM) Investigations exploring seeds and plant adaptations: Origins of seeds and Growing Further • DSM Investigations, Meet the Crayfish and Bess Beetles, to nurture and study 2 live types of arthropods within the classroom. Compare and contrast structures vs. functions, behaviors, niches, response to stimuli

Unit 4 Interactions of Air, Land and Water	-Physical vs. Chemical weathering -Types of Erosion and the effects on land -Deposition and the effects on the land -Earth's recycling of its water : groundwater, runoff, Watershed, basin, reservoir -Negative and positive effects on people and the land of natural events on Earth	<i>How do natural events affect our world?</i>	<ul style="list-style-type: none"> Observe, investigate, and record examples of physical and chemical weathering. Describe how erosional processes (e.g., action of gravity, wind, and water) cause surface changes to the land. Investigate, measure, and observe the deposition of earth materials. Describe and illustrate the natural processes by which water is recycled on earth (e.g., ground water, runoff). Investigate the negative and positive impact of extreme natural events on living things: <ul style="list-style-type: none"> Earthquakes, Volcanoes, Hurricanes, Tornadoes, Floods, Fires 	DSM "Earth Movements" Module – investigations explore earth composition: layers, soil, plates and landforms, fossil records, Continental drift, tectonic plate movement, ocean floor spreading, building mountains and volcanoes, earthquake vibrations and the rock cycle
Fifth Grade Unit 1 Nature of Science Unit 2 Earth Science Unit 3 Food and Nutrition	-The steps of the Scientific Method -Scientific Inquiry Skills: questioning, hypothesizing, researching, observing, designing investigations, collecting, organizing and analyzing data, making inferences in light of the results/data, communicating findings to community -independent vs. dependent variables - Controlled experiments: control, experimental groups, independent and dependent variables -Solving real-world problems -Properties and classification of Rocks and Minerals -Rock and Soil formation (Rock Cycle) -Topography and maps -Erosion and deposition as it changes the Earth's surface -Weathering and sedimentation - Landforms, tectonic plates and events that cause movement of plates -Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health. -Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet, engaging in regular exercise. -The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight. -Food supplies the energy and materials necessary for growth and repair.	<i>How do scientists gather and share information?</i> <i>What are the processes that help shape the land?</i> <i>How does nutrition and exercise affect our health?</i>	<ul style="list-style-type: none"> Formulate questions of scientific inquiry with the aid of references appropriate for guiding the search for explanations of everyday observations Identify questions and formulate hypothesis; design and conduct scientific investigations to answer those questions. Employ tools to gather, analyze, and interpret data. Use mathematics in scientific inquiry. Use data to construct reasonable explanations. Evaluate your hypothesis in light of the data. Develop and communicate explanations using evidence. Identify dependent and independent variables. <ul style="list-style-type: none"> Differentiate between rocks and minerals. Classify rocks as sedimentary, igneous, or metamorphic. Investigate, record, and explain how rocks and soil form. Observe, compare, and describe the topography of the earth's surface. Investigate, record, and explain the variables that affect erosion and deposition. Investigate and explain how weathering leads to the formation of sediment. Identify events (earthquakes, volcanic eruptions, etc.) that cause earth movements. Develop and construct models of landforms. <p>Recognize that:</p> <ul style="list-style-type: none"> Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health. Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise. The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight. Food supplies the energy and materials necessary for growth and repair. 	FOSS "Variables" Kit includes investigations whereby students manipulate variables to test the effects on pendulum motion, speed and arc length; the buoyancy of a "lifeboat" dependent upon added weights, surface area and structure of boat; speed and distance a straw windup propeller plane flies dependent upon number of twists of rubber banded propeller and paper clip weights; distance a plastic jumping frog travels when varied force applied to activate the spring FOSS "Landforms" Kit includes investigations whereby students create 3D models and maps of their neighborhoods with varying scales; the weathering and transport processes of erosion utilizing stream tables, deposition of earth materials; the effects of steeper slopes and faster flowing water on erosion and deposition, flooding, building mountains and creation of topographic maps, cross-sections or profiles of topographic maps, analyzing existing topographic maps FOSS "Food and Nutrition" includes investigations for students to test various foods for Fat, Sugar, Starch, Protein and Fat content, establish caloric content and nutritional value and pH. Students become familiar with scientists' use of chemical indicators to determine presence of a substance or a chemical change between 2 or more substances. Students, in collecting data on the foods they eat, self-reflect as to whether they have a healthy diet or not.
			Describe the physical changes of materials.	Botanical Garden to collect water samples and compare to tap and bottled water

5C1. First Sample Unit & Lesson Plan

5C1. 6th Grade Science Unit 4 Interdependence

Established Goals: Students will understand:

LE 7.1a A population consists of all individuals of a species that are found together at a given place and time. Populations living in one place form a community. The community and the physical factors with which it interacts compose an ecosystem.

LE5.1a - Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.

LE 3.2a In all environments, organisms with similar needs may compete with one another for resources.

LE 7.1b Given adequate resources and no disease or predators, populations increase. Lack of resources, habitat destruction, and other factors such as predation and climate limit the growth of certain populations in an ecosystem

LE 7.2c Overpopulation by any species impacts the environment due to the increased use of resources. Human activities can bring about environmental degradation through resource acquisition, urban growth, land-use decisions, waste disposal, etc.

LE1.1h - Living things are classified by shared characteristics on the cellular and organism level. In classifying organisms, biologists consider details of internal and external structures. Biological classification systems are arranged from general (kingdom) to specific (species).

LE7.1a - A population consists of all individuals of a species that are found together at a given place and time. Populations living in one place form a community. The community and the physical factors with which it interacts compose an ecosystem.

LE7.2a - In ecosystems, balance is the result of interactions between community members and their environments.

LE7.2b - The environment may be altered through the activities of organisms. Alterations are sometimes abrupt. Some species may replace others over time, resulting in long-term gradual changes (ecological succession).

LE 7.1c - In all environments, organisms interact with one another in many ways. Relationships among organisms may be competitive, harmful, or beneficial. Some species have adapted to be dependent upon each other with the result that neither could survive without the other.

LE7.1d - Some microorganisms are essential to the survival of other living things

LE7.2d - Since the industrial revolution, human activities have resulted in major pollution of air, water, and soil. Pollution has cumulative effects such as acid rain, global warming, or ozone depletion. The survival of living things on our planet depends on the conservation and protection of Earth's resources.

LE7.1e - The environment may contain dangerous levels of substances (pollutants) that are harmful to organisms. Therefore, the good health of environments and individuals requires the monitoring of soil, air, and water, and taking steps to keep them safe.

Essential Questions:

How is interdependence essential in maintaining life on Earth?

How do the living and non-living things on Earth continue to adapt in response to environmental change?

How does human consumption of resources impact the environment and our health?

In what ways are ecosystems self-sustaining?

In what ways are models used to analyze processes that cannot be studied directly?

How can Humans restore balance to ecosystems not in equilibrium due to man-made effects?

How are molecules and energy recycled in an ecosystem?

Major Understandings:

- Pollution has cumulative effects such as acid rain, global warming and ozone depletion
- The Earth's seasons and unequal temperatures are due to the tilt of the Earth.
- Our universe is constantly moving relative to each other and the earth itself.
- Organisms can adjust to changing environment in order to survive
- All organisms require energy to survive
- Ecosystems are a result of a balance of interactions
- Relationships among organisms can be beneficial or competitive
- Matter can neither be create nor destroyed. All abiotic factors in an ecosystem are recycled through various processes. Energy is likewise recycled and transferred from one organism to another.
- Nature favors equilibrium- a delicate balance
- When a unnatural or man-made event occurs to upset the balance in an ecosystem, it is extremely difficult to correct and restore equilibrium, without doing even more harm

Students will Know:

- Climatic regions
- Biomes: Tundra, Tropical Rain Forest, Temperate Forests, Grasslands, Desert
- Seasonal variations
- Effect of elevation
- Global Warming: natural cycles vs. human impact
- Species, Populations, Communities
- Ecosystems (including basic abiotic factors such as water, nitrogen, CO₂, and oxygen)
- Factors affecting the population growth of organisms — Predator/ prey relationships
- Relationships among organisms: beneficial and harmful
- Effects of environmental changes on humans and other populations
- Adaptations for Survival –Thermoregulation in plants and animals and Locomotion

Students will be able to:

- Safely and accurately use the following measurement tool: - thermometer.
- Use appropriate units for measured or calculated values
- Recognize and analyze patterns and trends.
- Identify cause-and-effect relationships.
- Use indicators and interpret results.
- Classify living things according to a student-generated scheme and an established scheme.
- Identify structure and function relationships in organisms.
- Given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map.
- Use a magnetic compass to find cardinal directions.
- Measure the angular elevation of an object, using appropriate instruments.
- Generate and interpret field maps including topographic and weather maps
- Collaboratively create models, test hypotheses and attempt to solve real-world problems

6th grade Science Lesson from Interdependence Unit

Lesson: Cleaning up an Oil Spill

NYCDOE Scope and Sequence Alignment: **Unit 4: Interdependence**

NYSED Core Curriculum Area(s) Addressed: **Standard 7, LE** LE 7.2c Overpopulation by any species impacts the environment due to the increased use of resources. Human activities can bring about environmental degradation through resource acquisition, urban growth,

land-use decisions, waste disposal, etc; LE7.2d - Since the industrial revolution, human activities have resulted in major pollution of air, water, and soil. Pollution has cumulative effects such as acid rain, global warming, or ozone depletion. The survival of living things on our planet depends on the conservation and protection of Earth's resources. LE7.1e - The environment may contain dangerous levels of substances (pollutants) that are harmful to organisms. Therefore, the good health of environments and individuals requires the monitoring of soil, air, and water, and taking steps to keep them safe.

Inquiry and Process Skills: Predicting, Collaboration, Designing an experiment, Revision, Reflection of Process, Communicating, Writing, Problem solving

LESSON COMPONENT	STUDENT ENGAGEMENT ACTIVITY*	TEACHER ROLE/ STRATEGIES*	SE INSTRUCTIONAL MODEL STAGE(S)*
<p>Interactive Mini Lesson</p> <ul style="list-style-type: none"> - Provide the first part of the article from the Bronx River Alliance on the 11.09.09 oil spill on the Bronx River to students to read. It outlines cause and visible effects of spill, not solution. Provide translated article in native language for ELLs. -Elicit the who, what, where, when, why and activate prior knowledge by questioning why this article is being chosen for today's lab...studying ecosystems, interdependence, human impact, Bronx River is a major site for our field experiences and data collection, history of past pollution from humans dating back to 1600's, species of plants and animal that could be affected, timely as it just happened in our backyard. Provide graphic organizer for special needs and ELL students. -Ask students to brainstorm some testable questions we could attempt to solve in lab today related to this topic... looking for "What is the most effective way to clean up an oil spill?" -Break students into groups of 4 and present them with their own model of the Bronx River (Clear plastic basin with water) and tell them to start brainstorming. -Students will explain there is no oil spill...so need to create it with Vegetable oil teacher provides...Why not real motor or machine oil? Can't get rid of it in toilet afterwards/allergies, etc. -Must use hand lenses and make observations (draw and describe the oil slick and the properties of the oil in the water, location, what happens when touch it?) Provide concrete graphic organizer for making observations to students requiring scaffolding in this - Once all groups have made observations, explain protocol for cooperative group work in this experimental design and test: -There is full choice in the materials and methods your group decides to employ, however, before the materials managers come up for equipment you must choose and chart a first set of materials and a procedure with group consensus, then you may proceed to pick up materials and experiment. -You must record results of your method before proceeding to another set of materials and a new procedure. The writing and collaboration is most important. 	<ul style="list-style-type: none"> - Share understandings with partner and whole group - Observe and write 	<ul style="list-style-type: none"> - Elicit prior knowledge, record students' responses, analyze student understanding and adjust the lesson as needed -Model, analyze student understanding and adjust the lesson as needed. -Provide materials: cotton balls, paper towels, Qtips, string, robber bands, wire hangers, knee high stockings, cat litter, dish detergent, ammonia, alcohol, droppers, cups, sponges, tweezers, etc - Advise, coach, guide, monitor 	-Engagement
<p>Small Group Work</p> <ul style="list-style-type: none"> - In cooperative groups, students devise, test and revise procedures for 	<ul style="list-style-type: none"> - Provide peer support, replicate, construct new 	<ul style="list-style-type: none"> - Advise, coach, guide, monitor 	- Exploration

<p>effectively cleaning up an oil spill.</p> <ul style="list-style-type: none"> - After teacher has circulated to each group, he/she will ask each group to share what they learned. 	<ul style="list-style-type: none"> knowledge, apply knowledge - Examine and analyze perspectives 	<ul style="list-style-type: none"> student understanding and application - Facilitate 	- Explanation
<p>Whole Class Share</p> <ul style="list-style-type: none"> - Teacher will ask students to share their methods, offering noticings on interesting strategies or challenges of certain groups. -What do scientists have to be cognizant of when trying to clean up an oil spill? Do no more harm than was originally done, if you add something to the environment to get rid of the oil, make sure it has no effect or can be easily removed afterwards (unlike cat litter, alcohol, grease lifting chemicals, ammonia, petroleum eating bacteria) 	<ul style="list-style-type: none"> - Summarize, re-conceptualize, examine multiple and diverse perspectives, demonstrate learnings 	<ul style="list-style-type: none"> - Facilitate, record, question, guide, summarize 	- Elaboration
<p>Independent Work then Whole Class Share</p> <ul style="list-style-type: none"> -Provide rest of article to students to read silently and record in journals their wonderings or revelations about how scientists are cleaning up the spill on the river today -Read aloud OIL SPILL to students to show how scientists actually clean up other spills. How do their own ideas compare with real scientists? It shows how smart they are and that they ARE scientists themselves. They were able to devise viable methods in a model environment. -Show video clip of oil spills and effects on environment -Time allowing...Provide laptops/computer for students to look up other oil spills and methods of clean up 	<ul style="list-style-type: none"> - Deepen understandings, revise previous understandings 	<ul style="list-style-type: none"> - Circulate and provide guidance as needed 	- Explanation
<p>Summary Applications and After Class Activities</p> <ul style="list-style-type: none"> - Students write journal entries reflecting on the dynamics of the teamwork and if they could do one thing over, what it would be -Students write letters to ConEd showing their knowledge of the spill and offering advice on how to best clean and contain the spill, based on their modeled experiment, how to prevent it in future and why it is important to do so. <p>Future Application</p> <ul style="list-style-type: none"> -Assemble an afterschool or Saturday group to meet at one of the Bronx River sites with the Bronx River Alliance to assist in the cleanup or testing of the water for pollution 	<ul style="list-style-type: none"> - Extend learnings, apply knowledge to real world, make connections - Demonstrate learnings -Share knowledge and serve community 	<ul style="list-style-type: none"> - Guide, reinforce, extend learnings 	- Elaboration - Evaluation

5C2. Assessment of Unit Plan and Rubric

The assessment for this Unit will be a web-based performance task, [Touring Antarctica, An Internet Webquest on Antarctica at http://www.linkinforlearning.com/webquests/Antarctica%20Webquest/index.htm](http://www.linkinforlearning.com/webquests/Antarctica%20Webquest/index.htm)

Students will need to work in teams with distinct roles to do internet research on the climate of the Antarctic, the organisms and abiotic factors in the ecosystem, track the amount of and impact of tourism to Antarctica predict how an influx of more humans could affect the ecosystem balance and prepare a PowerPoint argument to present to the Australian government your recommendations on whether tourism to the continent should be opened. **“Antarctica is one of the last unspoiled environments on Earth, relatively untouched by humans. As modern technology permits more and more people to visit this beautiful wilderness, the risk of damage and pollution becomes an increasing threat. Can we afford the costs of increased human activity in Antarctica? In this class you will work in teams to establish the environmental impact of increased tourism in Antarctica from the point of view of a number of interest groups and present your conclusion as to whether or not this planned tour should be permitted to go ahead.”**

This performance task requires students to work in jigsawed groups, yet students with special needs and Ells can be paired with other students who can provide native language support or reading/writing support. There is a note-taking sheet built into the webquest that provides a nice scaffold to focus and organize all students’ thoughts as they utilize the provided links to research and write the pertinent information. This sheet, and others I can provide to differentiate for certain students, can give insight into conceptual understanding. This task also assesses students’ ability to write and present a persuasive argument. Ells and special needs students should be able to develop an opinion on the subject, based on their role, and with assistance can communicate that stance.

Category	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Notetaking sheets	Many incomplete sections or errors.	Some sections completed and correct.	Most sections completed and correct	All completed and written well.
Content of role-specific argument	Content is minimal OR there are several factual errors.	Includes essential information about the topic but there are 1-2 factual errors	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Covers topic in-depth with details and text-to-world connections. Subject knowledge is excellent and applied unit concepts effect timely.
Organization of argument and group PPT presentation	There was no clear or logical organizational structure, just lots of facts. Slides are overloaded with information, or slides are not organized well.	Content is logically organized for the most part, but slides are not easy to read and understand.	Uses headings or bulleted lists to organize, but the overall organization of topics appears to be flawed. Slides are mostly easy to read and understand.	Content is well organized using headings or bulleted lists to group related material. Slides are easy to read and understand.
Collaboration with partner and group	Worked in isolation and/or disputed with team	Made little effort to collaborate to produce end-product	Made some effort to collaborate and share the work	Worked well with group, shared responsibility and reached consensus
Sources	Very little or no source information was collected.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for all graphics, facts and quotes. All documented in desired format.
Presentation	Delivery not smooth and audience often lost	Delivery not smooth but able to maintain interest of the audience most of the time.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Well-rehearsed with smooth delivery that holds audience attention.

5C3. Professional Development for Unit Plan

In order to assist teachers in the implementation of the above unit and lesson plan, I would electronically provide handouts from the Biological Science Curriculum Study (BSCS) on the 5E Model for Science Instruction with sample lessons and strategies to support ELL’s in the 4 modalities of reading, writing, listening and speaking. We would explore the 5 components of an effective science lesson (Engage, Explore, Explain, Elaborate and Evaluate) and utilizing a science lesson they chose to bring with them on their laptops and a blank planning template I provided, we would work in grade pairs to revise the existing lessons to include the 5E components. The flow of the lesson should also incorporate opportunities for a mini-lesson, group work, whole group share out and independent work. Being well-versed in Balanced Literacy and Reader’s/Writer’s workshop, this format of a lesson should be second-nature to them yet should reinforce that in science we often have students explore things

for themselves, come to conclusions on their own and then have an explanation which can standardize the knowledge gained by individual groups, clear up misconceptions or reinforce good inferences.

5D. Second Sample Unit & Lesson Plan for Kindergarten Science

5D. Kindergarten Science Unit 1 Trees Through The Seasons

Established Goals: Students will understand:

LE 1.1b -Plants require air, water, nutrients, and light in order to live and thrive

LE 1.2a - Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.

LE 4.2a Growth is the process by which plants and animals increase in size.

LE 5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste

LE 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction.

LE 3.1c In order to survive in their environment, plants and animals must be adapted to that environment.

- seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals

- leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture

- animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration

LE 5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.

Essential Questions:

What are some changes we see in trees during the year?

How do plants get energy (food)?

How do the living and non-living things on Earth continue to adapt in response to environmental change?

In what ways are models used to analyze processes that cannot be studied directly?

Major Understandings:

-An organism is a living thing

-Needs and parts of plants

-Living things grow and change

-Plants respond to changes in the environment including seasonal changes

-Organisms can adjust to changing environment in order to survive

-All organisms require energy to survive

Students will Know:

-Seasonal variations and changes in plants

-Characteristics of Living Things vs. Non-Living things

-Basic needs of all organisms to live and thrive

-Basic needs of plants (air, sunlight, water)

-Growth and development of plants

-Plant structures vs. function: Roots, leaves, stems, seeds, flowers

Students will be able to:

- Identify the basic needs of organisms to live and thrive
- Observe and compare the different structures that enable each plant to live and thrive
- Observe adaptations of plants
- Differentiate between living and non-living things

GLOBE Kindergarten Science Lesson For Unit 1 - Trees Through The Seasons

Purpose

- To introduce students to the concept of using a science journal to record information.
- To have students use science tools to make scientific observations.
- To make observational drawings in nature and compare the results throughout the seasons.

Overview

Each student will keep a science journal during each of the four seasons.

Students will record observations of the general outdoor environment they visit and then will make observations of one specific item from the habitat in each season. At the end of the school year, students will compare of their seasonal drawings and share their results with the class.

Student Outcomes

After completing this activity, students will know about seasonal changes in a particular habitat. They will learn how to make detailed observations, record their results, make comparisons, and share information using a standard format.

Science Content Standard A: Science as Inquiry

- Abilities necessary to do scientific inquiry

Science Content Standard B: Physical Science

- Properties of objects and materials
- Position and motion of objects

Science Content Standard C: Life Science

- The characteristics of organisms
- Organisms and their environments

Science Content Standard D: Earth and Space Science

- Objects in the sky
- Changes in earth and sky

Mathematics Standard: Patterns, Functions, and Algebra

- Understand various types of patterns and functional relationships
- Use mathematical models and analyze change in both real and abstract contexts

Mathematics Standard: Measurement

- Understand attributes, units, and systems of measurements

Time

- Part 1: One 30-45 minute class period
- Part 2: One 15 minute class period
- Part 3: One 60 minute class period for each month/season of the year
- Part 4: One 30 minute class period

Materials

Part 1:

Preparation

Part 1:

- Read the Elementary GLOBE book *The Mystery of the Missing Hummingbirds* – either read it to the class or have students read it to themselves. The book can be downloaded from www.globe.gov/elementaryglobe.
- Use copies of the All Year Long Student Activity Sheets, 1-3 and to create a journal for each student.

Part 2:

- Place all the materials for the Science Journal Toolkits into separate containers and place in a workable space for students.
- Make a master Science Journal Toolkit for teacher use

Teacher’s Notes

Phenology is the study of organisms’ responses to seasonal and climatic changes in their environment. Understanding why there are seasons is not the primary goal of this activity. Rather, it should be viewed as an introductory activity that focuses students on making careful observations about seasonal changes in their local environment, recording their observations in a systematic way, and noticing the annual cycles that their observations reveal. Studying seasonal change is very conducive to keeping a science journal. Keeping a journal throughout the year makes it possible to witness how much things in nature change month by month until the annual cycle has started over again. Once a year has passed, patterns in the new year may be the same, but details will be different, so it is beneficial to keep a journal for more than one year in the same place!

Careful observation is a foundation of all science. When making observations, it is important to look closely in order to notice details. It is also important to use many of the senses: sight, sound, smell, touch. Once careful observations have been made, then it is easier to notice connections between objects that may have seemed isolated at first; it makes it easier to be attuned to the environment. Spending time making quality observations will help students learn the skills involved in this part of scientific inquiry.

Encourage your students to make observations and carefully record them by writing and drawing. Also encourage the students to reflect on what they have learned from keeping a seasonal science journal. Some skills and learning outcomes that can result from students keeping a science journal include:

- Experience making scientific observations
- Improved creative and technical writing skills
- Experience new ways of communicating ideas
- Having the opportunity to ask more questions
- Taking time for reflection
- Gaining a greater appreciation of the natural world

What To Do

and How To Do It

Part 1: Observational Drawings

1. Using the overhead projector and the overhead transparencies of the science journal, introduce the All Year Long Student Activity Sheet journal pages to the class. Examine the top section of Sheets 2 and 3 inside the box and explain each item and its corresponding icon. Then, fill out the top section on the overhead page as an example for the class.
2. Next, explain to the students that they will be making observations throughout the school year during each season and they will record those observations in their journals. Explain the importance of making their drawings as accurate as possible during their fieldwork.
3. First, model the “Big Picture View.” Place the landscape poster on the wall so the entire class can see it. Using a blank transparency page, show the students how to make a journal entry of the landscape. Talk to the students about what you are drawing, commenting on what details you notice, what colors you are using, etc. Then compare your drawing to the image on the poster and have the students decide how your drawing is similar and different to the image of the landscape.
4. Next, have students practice the “Zoomed-in View.” Display the flower poster and have the students draw their own pictures of the flower and make their own comparisons. Note: have younger students trace a flower image first and then draw it free-hand.
5. Note: younger students might need more specific modeling (including a discussion) of how to make the two different types of observational drawings. This might help them understand the difference between the two types of drawings and will show the students what level of detail they should include in their own drawings. Through

this discussion, students will identify what elements make a good detailed observation and the students will be ready to make “Zoomed-in View” observations of other objects.

Part 2: Science Journal Toolkits

1. Have the items for the Science Journal Toolkits set out in an area where students will be able to assemble their own bags.
2. Gather the students into a circle sitting on the floor and empty out your model version of the Science Journal Toolkit. Pick up each item, identify it, and ask students how they think that particular item might be useful to them when outside doing their observations and their drawings. This will help the students use the tools when they go outside to make their observations.
3. Next, have each student assemble his/her own bag and label it with his/her name.

Part 3: Observational Procedures

1. Explain to students that they will make observations and record them in their journals. They will be making observations of two different things. First is the “Big Picture View,” which is the entire habitat/environment or system where they are making their observations. This may include many different plants, animals, and landforms/bodies of water.
2. The second observation will be the “Zoomed-in View;” for this, each student will select one thing they will observe in detail throughout the four seasons. This could be a tree, shrub, flower, pond, stream bank, etc. Note: One way to help students understand the “Zoomed-in View” observation is to go outside and have all of the students make observations of the same thing, e.g. a tree branch. Then, as a class, share what they drew and how they made their observations. Through this discussion, students will identify what elements make a good detailed observation and the students will be ready to make “Zoomed-in View” observations of other objects.
3. For each season, on the left page of their journals the students will record observations of the Big Picture View. On the page on the right they will record their Zoomed-in View observations. They will label the name of the season at the top of each page.
4. When recording their observations the students should both draw pictures and write words about what they see. Younger students may need adult assistance writing out their observations.
5. Instruct students that the first time they go into the field during a certain season they will be making a Big Picture View observation and the second time they go into the field it will be to make a Zoomed-in View observation.
6. Before students begin their work in the field, clarify that they will have a full 30 minutes to work on each observation (this may be broken into two 30-minute time periods or one 60-minute time period). Explain that they need to take the time to make careful observations using some or all of the tools in their Science Journal Toolkits. Also remind students to use more than their sense of sight when making observations. (Younger students may also need the reminder that they will not be using their sense of taste when making any observations outside).
7. Remind the students that they will need to save some time to record their observations in their journals. They don’t want to be hurried in this part of the process. Remind students that their drawings are like “taking a picture” so they can share it with someone who would be seeing it for the first time. During the first two observation sessions, the teacher may want to help students monitor their time to ensure that both observations and recordings take place.
8. Optional: use a digital camera or a video recorder to document what the outside environment looks like each time the students go outside to make observations. This information can be used at the end of the school year when they are making comparisons.

Part 4: Sharing Results

1. At the end of the school year, have the students taken some time to study all their drawings for each season. Encourage them to look carefully at the details they included in their drawings.
2. Next, have them concentrate on their Zoomed-in View drawings and decide what changes have occurred throughout the four seasons.
3. Have students discuss their findings with a partner. Then, have each pair share their conclusions with the whole class.
4. Record the student’s conclusions on chart paper so the class can see the similarities and differences between their individual observations.

Section 6: Leadership & Accountability

A. Teacher Teams

In the sense of a true collaborative Professional Learning Community, The Van Nest Academy of Environmental Health Sciences and Technology will build the leadership capacity of its staff by establishing 5 distinct types of teacher teams:

- **Inquiry Teams, or Professional Learning Teams (PLT)**, are described below. They consist of Teacher teams in the same grade or same department. In the first year, since the school will only be comprised of 2 classes each of Kindergarten and First grades, we may decide to group the K and 1st grade teachers into 1 PLT, while the 3 classes of 6th grade teachers can form a separate 6th grade PLT. Ideally, at full K-8 capacity, it might be beneficial to encourage a regular meeting of subject/department specific PLT's.
- **The Educational Efficacy Network (EEN)** will be responsible for the coordination and implementation of professional development for the staff. It will be comprised of the Literacy and Math Staff Developers, the Health Cluster teacher, Education Through Music (ETM) teacher, lead science and social studies teachers (once they are identified) and will be overseen by the AP (or myself, if funding not available). The EEN will be instrumental in co-facilitating the first summer's professional development sessions with me and our partners and sustaining a culture of continuous professional growth throughout the year. As individualized teacher Action Plans are created and revised throughout the year during my conferences with staff, I will communicate staff interests and needs to the EEN to plan for our next monthly staff development session.
- **Grade Teams** – will be established and will be encouraged to plan curriculum together during common preps. Elementary school teachers will have parallel programming, teach the same subjects at the same time and have common preparatory periods, a schedule most conducive to collaboration.
- **Departmental Teams** – grade leaders from the Elementary grades will meet at least once a month with the subject area specific intermediate teachers to monitor vertical alignment of instruction and assessment to the standards and our curriculum maps. ELA and Math Staff developers facilitate the appropriate department meetings. I will
- **Eco-Health Theme Grade Partners-** Teachers of grades who are partnered in an Eco-Health theme will meet periodically throughout the year with the Health cluster to align thematic lessons and plan for joint field trips and collaboration on Eco-Health Challenges. Kindergarten will be paired with 5th grade in the Nutrition/Diabetes/Obesity theme; 1st and 6th grade will be paired in the Air Quality/Asthma/Smoking theme; 3rd and 4th will be paired in the Water Quality theme; 2nd and 7th will be paired in the Non-Infectious Disease/Poisoning theme; and 8th will be solo in the Infectious Diseases/Viral Infections theme.
- **Inquiry Teams** - The culture of a Professional Learning Community at *The Van Nest Academy* will be developed by a series of simultaneous Inquiry Teams, called Professional Learning Teams, arranged either by grade level or by subject area (since the school will only have 2 classes each of K-5,) meeting at least once/week during a common professional period. This is a decision for the school community to make. If we were to establish grade level PLTs, it would be especially beneficial to program, if possible, a common prep for teachers to still meet by subject area, so as to examine learning targets, strategies and progress across disciplines.

The schematic below, revised from Leading Professional Learning Teams: A Start-up Guide for Improving Instruction by Susan E. Sather, combines the 3 phases of the Data Inquiry Process (NYCDOE) in a concise, coherent manner that aligns with the mission and collaborative work we hope to establish in our Professional Learning Community.

Examine Student Data- Teachers analyze a variety of student achievement and other data to identify specific learning challenges. These learning challenges become the focus for PLT inquiry.

Investigate Research- Teachers investigate research and best practices to identify evidence-based practices that will address the learning challenges.

Analyze Teaching Practices- Within their teams, teachers analyze their own practices as well as what's happening schoolwide to better understand how to improve learning for all students, not just the ones they serve.

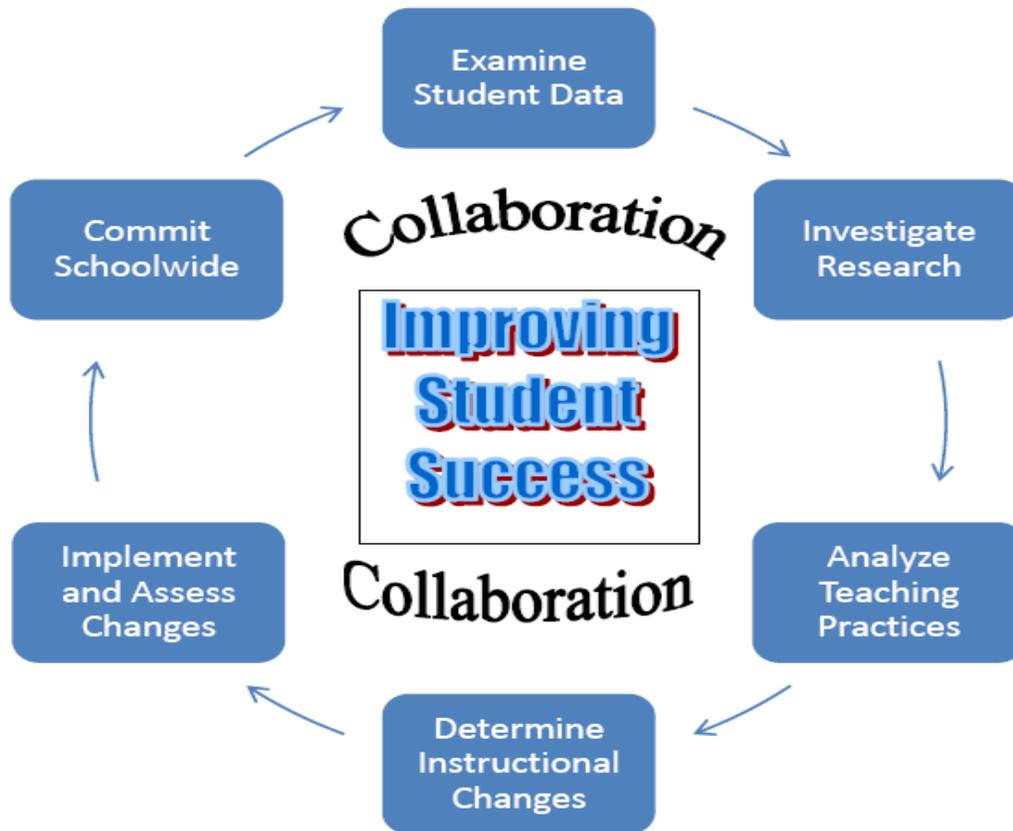
Determine Instructional Changes- Based on their Inquiry into data, research and their own practices, teachers identify instructional changes to make.

Implement and Assess Changes -Teachers spend approximately two months trying out the new practices, deepening their knowledge and skills around classroom assessments, analyzing student work, observing each other and tracking the performance of one or more focal point students as a way to effectively improve teaching practices.

Commit Schoolwide- After determining which instructional changes resulted in improved student learning, each PLT presents the results of its inquiry to the school to adopt the proven instructional strategy schoolwide.

Professional Learning Team Inquiry Cycle

-from Leading Professional Learning Teams by Susan E. Sather



6B. Systems of Accountability

The first year of The Van Nest Academy will be a crucial time to establish the routines and protocols for assessing students regularly in order to plan personalized instruction and monitor student progress. In Section 4D Summer Professional Development, the use of SEM surveys, inventories and portfolios was described as the very first data to be collected from students, collected as early as summer orientation. For many of our Kindergarten and first grade students, we will be the first to administer assessments to them and collect data. Our 6th grade students will come to us with an elementary history of data which will need to be analyzed by 6th grade staff prior to start of year. We will need to assess and identify students for small group intervention during class or 37.5 minute instruction. The following is a list of assessments and resulting data utilized to group students, target for intervention or enrichment, and provide differentiated instruction.

For ELLs:

- utilize all ELA & Math data from state exams and interim assessment data. Item analysis of the state tests, both ELA & Math are very helpful in determining what skills and standards students need to focus on.
- utilize NYSESLAT data to track progress, although all achievement for ELLs should be linked to ELA assessment performance. ARIS reports and ELL-specific ATS reports will provide the data required for developing instructional groupings and lessons. An RNMR report will provide NYSESLAT scores in combined modalities for 3 years and offer detailed baseline data on where the student stands in terms of reading, writing, listening and speaking.

For Math data collection:

- administer Math Baseline Assessments using year-end state math exams for testing grades and self-created for non-testing grades) These are to be administered in September, January and March. Conduct Item Analysis on each exam and use these to set long term goals and track progress.
- administer Pre-Unit and Post-Unit Assessments based on EDM or Impact pacing calendars (4-6 weeks) and modeled after the format of the multiple choice and open ended questions of the state exam. If these assessments

are teacher-created, they must use the language of the test and require higher-order thinking. Conduct Item Analysis on each exam and use these to set short- term goals and track progress.

- administer Weekly Quizzes (modeled after the state test: perhaps 1-2 extended response questions and 3-5 multiple choice questions)
- complete a Daily skills checklist for performance indicators whereby teachers track student progress on specific targeted skills
- Electronic recording of grades (Gradekeeper or Snapgrades)
- Progress reports available to students and parents frequently through a website like Edline or snapgrades
- PLT meetings is the forum to discuss data, conduct inquiry work, analyze best practices

For ELA data collection:

- **K-3** – administer E-Class assessment twice a year (phonics and comprehension program) which checks mastery of basic ELA skills in Reading
- - EPAL (extension of ECLAS), administered twice year to grades 2 and 3 and measures basic skills in writing
- - For K-2 can administer a Balanced Literacy publisher’s program assessments 2- 3 times a year, such as Mondo, to assess oral language, benchmark text level, fluency, print concepts, phonemic awareness, letter recognition, letter-sound correspondence and word knowledge skills
- -Common Assessments (ELA unit outcomes- final projects whereby teachers collaboratively look at student work, collect data with rubric, write down “noticings”)
- -Student Portfolios (students, teachers and PARENTS (at grades K-2) reflect on student progress via portfolios, set goals, reflection sheet)
- **Grade 3 ONLY** – administer Predictive Exams in January and June and an Exit Exam in June as a Running Record (Fountas and Pinnell Benchmark System 1). All utilize standards-based questions, aligned with NYS ELA Exam Skills.
- **Grades 4-8** – administer Running Records 3 times a year (Fountas and Pinnell Benchmark System 1 and/or 2) which assesses reading level with comprehension questions
- -administer two Writing Baselines (September, April) with 6+1 writing traits rubric (a standardized rubric)
- -administer Acuity Predictive Exams (January and June) which use standards-based questions, aligned with NYS ELA Exam Skills
- - Common Assessments (see above in K-3)
- - Student Portfolios (see above in K-3)
- **All Grades-** Teachers will meet collaboratively to look at student work and inform instruction during weekly common planning periods or PLT meetings. Teachers will use student work to reflect on intended unit outcomes and next steps.
- -Students, teachers and administration will be reflective practitioners. Students will look at portfolio work to monitor progress and set goals. Teachers will use a variety of data (teacher observations, student portfolio, running records, predictive exam, common assessments) to plan instruction, grade, class, and individual goals. Teachers will meet as teacher teams to use data to develop ELA units of study, teachers will also use informal and formal observations to set their own professional goals (based on the Professional Teaching Standards). Administration will look at school-wide, grade level and class level data to make budgetary decisions, professional and staffing decisions. Administration will set school wide instructional goals and monitor progress through interim data

6C. Using Data to Build a Culture of Continuous Learning

% Ells	13%
% IEP	43%
% Title I	60%
% ELA L1	33%
% ELA L2	43%
% ELA L3	17%
% ELA L4	7%
% Math L1	50%
%Math L2	37%
% Math L3	1%
% Math L4	0%

% attendance	93%
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In order to analyze the data of this incoming 4th grade class, I would:

- Make preliminary calculations to quickly identify any trends such as:
- Use ARIS to disaggregate the data by performance level, by students making a year's worth of progress and those who did not, by subgroups (gender, Ells, IEP and ethnicity)
- Utilize ARIS reports to identify literacy skills and math strands to target for each student and which types of questions (MC or Extended Response) students did well on or struggled with
- Compare general education population to special education
- Compare Ell population to non-Ell population
- Focus on Absentee rate and what type of learner is absent most
- Focus on Students scoring a Level 1 on Math and/or ELA
- Focus on Title 1 students who are eligible for afterschool intervention programs
- Focus on Male vs. Female populations

According to the data:

- the students who have the lowest attendance are those, for the most part, who scored a level 1 or 2 on the ELA and/or Math exam
- Only 1% of the students are performing on grade level in Math.
- 60% of the students are eligible for afterschool intervention services
- 6/8 students who scored a level 1 in both ELA and Math are special education students
- Small Ell population of 13% performed at Level 2 or higher on both exams

Setting Goals Based on the Data

Goal #1 - Target the 99% of the students scoring at Level 1 and 2 in Math, especially the 50% who scored a level 1.

Decrease the number of level 1 students in Math by 5% by the end of the year.

This Level 1 and 2 group needs intervention in math. All but one of these students is eligible for Title 1 Funding. An afterschool intervention program in math can be established to provide small group instruction in math focusing on written problem solving on extended response questions and refining written explanations of process used to solve problems. Since they seemed to have performed better in ELA than Math, we need to focus on the content area literacy skills as their strength.

Intervention teachers and the math staff developer can push-in during math block to provide small group intervention for these students. Classroom teacher needs to identify which skills and strands students are deficient in and set measurable goals to be shared with all intervention staff working with students in order to provide very targeted instruction

Goal # 2 - Target the special education students comprising 75% of the Level 1 students in both ELA and Math. Provide professional development to SETSS teacher and organize program as a push-in.

We need to focus on meeting these students at their instructional level in reading with standards-based skill. SETSS teacher can work with the students to master standard ELA skills, such as compare/contrast, main idea and inferencing, using On-Reading-Level text and then progress to support in reading grade level texts and applying learned skills.

Push-in can also occur in Social Studies and Science programs as the same basic standard ELA skills are utilized in these other content areas. Overall literacy is the goal for these students. In improving reading and writing

ability of these students, math performance should increase. However, intervention will need to be provided in Math, as well, focusing on the skills and strands students find most challenging according to the ARIS reports of State and city assessments. Grouping by need is crucial.

Progress of these students needs to be closely monitored by interim assessments and teacher observations. Staff developers will work with SETSS teacher on differentiating instruction in ELA and Math classes and on how to work collaboratively with General Ed teachers.

Goal # 3- Target the Ells population for content area literacy acquisition.

Increase the number of Ells students scoring level 3 or 4 on ELA and Math by 5%.

Although the small Ell population did rather well on both exams, there is now an opportunity for real progress and enrichment by providing ESL push-in support during SS and Science instruction. ESL teacher can help to build vocabulary through context and a focus on non-fiction reading, tapping into all 4 modalities of literacy: reading, writing, listening and speaking.

*By targeting Ells and Special Education students for academic intervention, we should see a secondary effect of improving attendance rate as these were the predominant population of absentee students. Raising attendance rate would have been my fourth goal, if asked for one.

Professional Development Session Based on the Data

In analyzing the data, defining target populations and prioritizing goals for the student populations, it became apparent that the staff would most benefit from professional development in differentiation within the content areas and providing scaffolding to promote literacy. The classroom, cluster, SETSS and CTT teachers would benefit from the strategies employed by ESL teachers to assist Ells students. We would employ various QTEL activities in the content area, as well as activities from Building the Base.

We would provide a copy to all teachers of the Alliance for Excellent Education's Double the Work as it delineates the goals for our instruction of all students who are struggling readers, especially Ells and special education students:

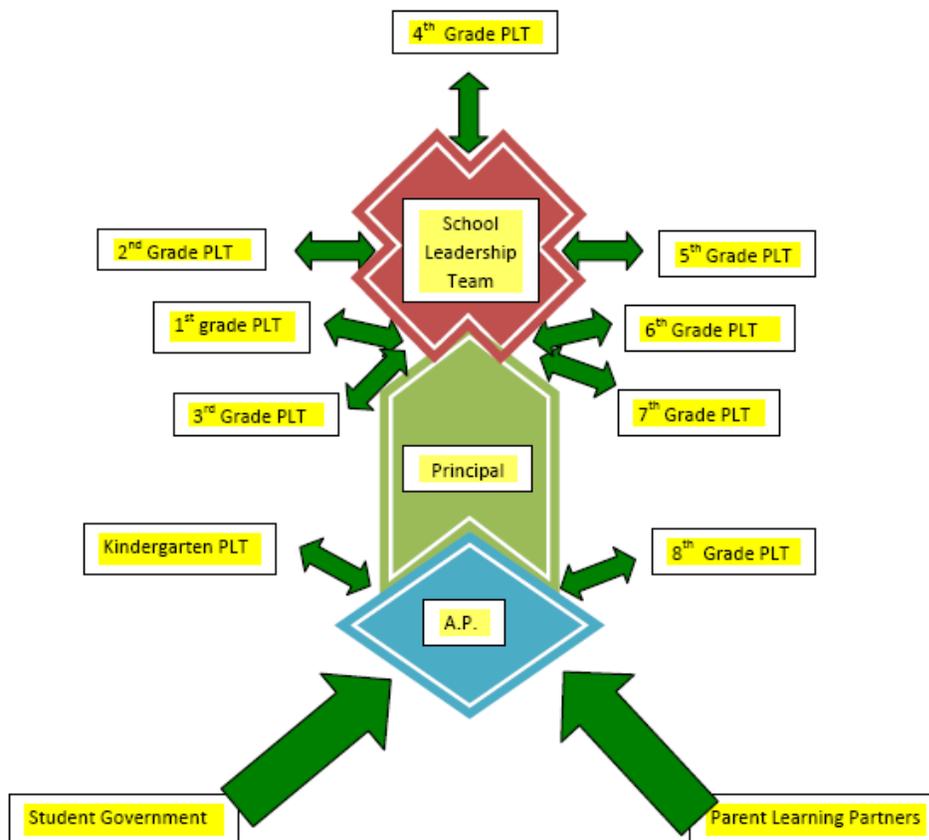
- 1) Integrate all 4 Language Skills into instruction from the start – reading, writing, listening and speaking
- 2) Teach the Components and Processes of Reading and Writing – the basics
- 3) Teach Reading Comprehension Strategies
- 4) Focus on Vocabulary Development
- 5) Build and Activate Background Knowledge
- 6) Teach Language through Content and Themes
- 7) Use Native Language Strategically
- 8) Pair Technology with Existing Interventions
- 9) Motivate Ells through Choice

Our PD would delve into purposeful grouping of students with similar needs, creating centers and how to push the more advanced students while not leaving the lower functioning students behind.

6D. Governance System of a Professional Learning Community

In the model below of our governance system, one theme central to our school mission is the constant 2-way communication and collaboration existing between and among all teams and entities of the Van Nest Academy Professional Learning Community. None function effectively without the other, as in a jigsaw puzzle. The “Big Picture” the School PLC will work towards is **Student Success**. The principal does not make decisions unilaterally, but gathers information from the SLT, the AP, the grade level (or subject level) PLTs, including the staff developers, and even the Student Government and Parent Learning Partners. The

School Leadership Team will consist of parents, teachers, UFT rep. and administration and will meet regularly to create/refine school policy, set long term goals and action plans and decide on allocations of resources. The Student Government will consist of elected grade representatives from the student body and will meet to make school nutrition and grade fundraiser decisions, as well as collaborate with staff to monitor and implement strategies ensuring the health, safety and socio-emotional well-being of all students. The Parent Learning Partners Network consists of our Parent Coordinator and the Eco-Health, Technology and Media Partners we will enlist to assist in Student/Teacher/Parent education. The Professional Learning Teams (PLTs) are grouped either by grade or by subject area and consist of teacher teams meeting at least weekly to engage in inquiry work: deciding on curriculum, unit goals and assessments, methodically examining student work; sharing, analyzing and implementing best teaching practices, monitoring for progress in outcomes and self-reflecting. The Literacy and Math Staff developers and ESL teachers will attend these meetings, as well as any cluster teachers available at the time. The AP and Principal will set expectations and protocols for the PLT meetings, however, the PLTs are expected to manage themselves. A central Leadership PLT will meet bi-weekly (or monthly), consisting of lead members (PLT facilitators) from each PLT, the principal, AP and staff developers to communicate progress of each PLT, the targeted students and strategies and to commit to school-wide adoption of effective instructional strategies and develop appropriate PD for staff.



6E. Staffing Plan

The staffing plan devised below reflects the educational priorities of *The Van Nest Academy of Environmental Health Sciences and Technology*.

- The stated number of classroom teachers fulfills the required exercise specifications for a 1st year K-2 school. However, all cluster and support staff are included looking ahead to a full K-5 school capacity (actually a K-8 school). Optimally, I would prefer to hire as many staff as possible the first year, if budget allows, push them into core subject periods to reduce class size and provide small group academic intervention for targeted students. In this way, the Professional Development, school culture and team building that is planned for the first summer and school year would benefit as many staff members as possible, thus ensuring sustainability of our efforts the second year and beyond, as we hire more classroom teachers for the newly phased-in grades.
- All K-5 Classroom teachers will provide their own class' instruction in SS and Science. There will be no Clusters in these subject areas. This maximizes instructional time in Science and SS, allowing for science at least 4 times a week, while promoting true interdisciplinary planning and instruction. Classroom teachers will need to become very familiar with the curriculum unit goals of all the major subjects (PD will ensure that) and plan for the opportunities to reinforce literacy and problem solving in all subjects.
- A Health cluster teacher will provide Health instruction to all grades, at least once a week, providing the connecting thread of our 5 Eco-Health themes throughout the year; collaborate and work closely with all teachers of Science to align the program to the standards; push-in when available to science periods; and will orchestrate trips to and visits from our medical and environmental ed. Partners.
- In the first year of the actual K-8 school, there will be a 6th grade. There will be 4 separate teachers hired to provide departmental instruction in ELA, Math, SS and Science. The Science and SS teachers will fill all free time in their programs by pushing-in to ELA, Math, Science and SS periods of the 6th and lower grades to provide interdisciplinary support or AIS. (See 6th grade teacher schedules)

Position	License	Role	Qty	Salary	Total
Principal	NYS SAS/SBL	-Instructional Leader -Lead Administrator and Supervisor -Set School Culture and Professional Learning Communities	1	\$125,000	\$125,000
Asst. Principal	NYS SAS/SBL	-Assist in instructional leadership -Assist in administrative and professional development duties	1	\$97,734	\$97,734
Secretary	School Secretary-Office management, MS Office and NYC computer systems skills required	-Welcoming, professional demeanor when greeting all staff and community members -Principal's assistant -Payroll -Pupil Accounting -Procurement	1	\$43,300	\$43,300
2 Kindergarten Classroom Teachers	NYS Certification K-6 Common Branch	Teaching and Learning in Balanced Literacy, Math, SS and Science	2	\$60,000	\$120,000
2 First Grade Classroom Teachers	NYS Certification K-6 Common Branch	Teaching and Learning in Balanced Literacy, Math, SS and Science	2	\$60,000	\$120,000
2 Second Gr. Classroom Teachers	NYS Certification K-6 Common Branch	Teaching and Learning in Balanced Literacy, Math, SS and Science	2	\$60,000	\$120,000
1 Art/ Music Cluster	NYS Certification K-6 Common Branch/ or Cert. in Art	Art Teaching & Learning K-8 grades (Technical drawing skills & observations) and Assist teaching music with ETM Music Teacher	1	\$60,000	\$60,000
1 Music Teacher	Non-Certified	Provided by <i>Education Through Music</i> Partner – Lead teacher in general music instruction; plan interdisciplinary lessons with classroom teachers	1	\$0	\$0
1 Health Cluster	NYS Certification K-6 Common Branch/ or Cert. in Science/Health	-Teach Health to K-8 grades -Focus upon the Eco-Health Theme assigned to each grade -Plan with Elem. Classroom and Intermediate Science teachers to reinforce core curriculum -Plan visits to/from local medical staff to reinforce school focus and coordinate Eco-Health Challenges	1	\$60,000	\$60,000
1 Phys. Ed. Cluster	NYS Cert. K-6 Common Branch/ or Cert. in Phys. Ed.	Teach Fitness/Physical Education to grades K-8	1	\$60,000	\$60,000
1 Technology/ Media Specialist/ Support	NYS Cert. K-6 Common Branches/ or in Instructional Technology	-Teach Technology to students for purposes of research, projects, self-assessment, enrichment, problem-solving -Support staff in technology integration in classroom/PD -Maintain hardware/ software and network in school	1	\$60,000	\$60,000
1 Literacy Staff Developer/AIS	NYS Secondary Cert. in Literacy/ NYS Cert. K-6 Common Branches	Literacy Coach -Provide PD for all K-5 classroom and 6-8 th grade ELA teachers in Balanced Literacy RW/WW - Model lessons for staff -Co-lead (with math coach) grade level PLT meetings -Coordinate all Literacy Assessments and Preparation, 37.5 literacy intervention - Provide Push-in/Pull-out Academic Intervention services for small group instruction	1	\$60,000	\$60,000
1 Math Staff Developer/AIS	NYS Secondary Cert. in Math/ NYS Cert K-6 Common Branches	Mathematics Coach -Provide PD for all K-5 classroom and 6-8 th grade ELA teachers in EveryDay Math and Impact Math - Model lessons for staff -Co-lead (with Lit. coach) grade level PLT meetings -Coordinate all Math Assessments and Preparation, 37.5 math intervention -Provide Push-in/Pull-out Academic Intervention services for small group instruction	1	\$60,000	\$60,000
1 Academic Intervention Teacher	NYS Cert K-6 Common Branches/ AIS	-Provide Push-in small group instruction for targeted students in ELA and Math -Provide additional assistance to struggling readers in the Special ed. and ELL populations	1	\$60,000	\$60,000

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1 Guidance Counselor	NYS Certification; Masters Degree in Guidance	-Provide IEP mandated counseling to special needs students -Provide counseling support to staff and students -Coordinate PBIS and Advisory Programs - Coordinate 8 th Grade Articulation and Specialized HS Exam Prep program -Liaison between Parents/Students/Staff -Provide Academic Intervention to underachieving students	1	\$76,000	\$76,000
IEP Teacher	NYS Certification; Masters Degree in Special Education	SBST Liaison; SETSS teacher; attend all EPC's, manage writing and sharing of IEP's; provide PD to Special Education and CTT teacher teams on compliance, teaching modifications and differentiation strategies	1	Salary from OTHER FUNDS	\$0
Special Ed. Teachers	NYS Certification; Masters Degree in Special Education	Provide Related Services (SETSS), Special education teacher in CTT classroom	3	Salary from OTHER FUNDS	\$0
1 Speech Teacher	NYS Certification; Masters Degree in Speech	Mandated Speech Related Services Provider	1	Salary from OTHER FUNDS	\$0
ESL teacher(s)	NYS Certification; Masters Degree in ESL	Provide Push-in ESL instruction to ELLs; Administer Lab-R; Distribute, collect and enter data from Home Language Surveys, Administer and Score NYSESLAT	2	Salary from OTHER FUNDS	\$0
3 School Aides		-Oversee Breakfast, Arrival and Dismissal procedures, Lunchroom duty, Photocopying, Lunch forms, Attendance, Outreach to Parents	3	\$23,5000	\$70,500
Original First Year Allocated Budget = \$1,223,950 **Under budget by \$31,416				Total	\$1,192,534

6F. Resource Priorities

Elementary School K-5	Elementary School K-5 Year 1 All Grades (K-2)	Elementary School K-5 At Capacity All Grades (K-5)
# of students	225	450
New Students		
TL Per Capita	\$3,946	\$3,946
Children First Per Capita	\$116	\$116
ALLOCATION TYPE		
Total TL Allocation	\$887,850	\$1,775,700
Foundation Allocation	\$225,000	\$225,000
Children First	\$85,000	\$85,000
Children First Variable	\$37,584	\$52,200 Total 2,137,900
15% Budget Cut		-\$320,685
Total TL	\$1,223,950	\$1,817,215

According to this sample school budget for a K-5 school, the school would have a \$1,817,215 budget at full capacity. If we subsequently added 6 more classroom teachers to the first year staffing plan devised above (2 for each of the 3-5th grades) then we would be totaled at \$1,552,534, **still under budget** with the 15% cut at full capacity. However, to delineate areas in which to cut back in case of further budget restrictions, I would:

- look into sharing a Physical Education Position with the other schools within the campus
- hire 2 F-status teachers (if restriction lifted) as the math and literacy coaches, instead of the 2 full teacher lines
- program all cluster teachers (during their non-programmed instructional periods) to push-in to classrooms to provide AIS and reduce class size. The Guidance Counselor would do this, as well. The SETTS teachers could also work with non-IEP students targeted for intervention. This could eliminate the Intervention teacher position.
- eliminate the AP position, if cuts are still needed and I need to minimize impact on classroom instruction.

6G. Applicant Team Resumes – See Appendix F

6H. Letters of Support – see Appendix G

Appendix F Planning Team Bios and Resumes

In addition to the extensive breadth of knowledge and expertise in curriculum and instruction for all diverse learners that I am afforded by my fellow instructional specialists at the Leadership LSO, I am truly fortunate to have assembled a focused planning team of talented and creative individuals for the development of *The Van Nest Academy for Environmental Health Sciences and Technology*. Each of the eight members of this team, amassed to promote leadership and sustainability, provides insight into a different facet of the school portfolio development and yet all work in concert to build a successful, progressive school structure, sensitive to the needs of the community.

Carol Ann Gilligan – School Leader

As a current Pre-K-8 science specialist for the Leadership LSO, former Pre-K teacher at the Morris Park LDC Pre-K, a former middle school science/math teacher at the Albert Einstein Intermediate School and a resident of Morris Park, I bring a unique skill set to the table as a school leader for *The Van Nest Academy for Environmental Health Sciences and Technology*: knowledge and understanding of the curriculum, instruction, students and educators in the Pre-K-8 continuum and a valuable insider perspective of the interests, strengths, needs, resources and members within the Morris Park community. Utilizing technology as a tool to enrich and scaffold instruction for all learners, to effectively collect and analyze data and to model best practices for research in the classroom is my forte and I have capitalized on this talent as a teacher, instructional specialist and administrator. In addition, my ability to identify natural connections between subject areas, to design collaborative, interdisciplinary projects and investigations based in literature and to modify lessons to promote “minds-on” experiences will provide the driving force for each of the team members to pool our resources and design curriculum, systems and structures which promote the student acquisition of 21st century skills.

Debra Pagnozzi – Special Education and Schoolwide Enrichment Specialist, LLSO

Debra Pagnozzi, Special Education and Enrichment Instructional Specialist for the Leadership Learning Support Organization, brings 30 years of experience and expertise to our team. Her elementary special education teaching background in Kindergarten and first grade and her administrative and supervisory experiences as Supervisor of Special Education, District Administrator of Special Education and Regional Administrator of Special Education have afforded her many opportunities to build capacity and support schools in the areas of special education, school-wide enrichment (SEM), curriculum and instruction, academic intervention, compliance, 504 services, personnel, budget, operations and professional development. Her varied skills and abilities will enhance the efforts of the team as we fulfill our mission of providing rigorous, equitable and personalized instruction for all students in inclusive environments. Debra leads our team in our belief that all children can and should be educated in the least restrictive environment with their general education peers.

Nicora Placa – Mathematics Teacher, MS 101X

Nicora Placa, as one of only twenty-five teachers selected nationwide to serve as a Classroom Teaching Ambassador for the US Department of Education, has for the last year and a half contributed a teacher’s perspective to the national dialogue surrounding educational policy, in particular, improving the retention of quality teachers in urban areas and developing policy recommendations for teacher evaluation plans. Since 2003, Nicora has promoted student achievement in mathematics, both as a middle school mathematics teacher and a mathematics coach in the Bronx. She excels at action research, having participated in study teams to determine why some students succeed and others do not and to develop action plans to help all students achieve academic success despite the challenges they may face outside of the classroom. Nicora’s unique skills, abilities and expertise in mathematics are crucial to our team’s endeavors to develop rigorous mathematics curricula integrated with multiple disciplines, professional development targeted to the specific strengths and needs of the staff, systems and structures to support our goal of becoming a center for Teacher Development in the city and Professional Learning Communities modeled after an action research team, whereby student habits and work, data, teacher lessons and implementation are continuously examined to determine the criteria for student progress.

Christina D’Angelo – Early Childhood Coordinator, Bronx ISC

Christina D'Angelo, early childhood coordinator of region 1 schools, former principal of Our Lady of Assumption K-8 School, Assistant Principal at Blessed Sacrament School and Founding Director of the Morris Park LDC Pre-K, shares over 20 years experience in elementary curriculum and instruction and school leadership. Her value to the team is further enhanced by her expertise in early childhood education and literacy, her mentoring of teachers in inner city schools and in private schools for special needs students, her development of close partnerships with the parent communities and her scope of educational knowledge spanning from Pre-K-8th grades. Christina's skills and abilities will prove invaluable to our team as we plan for and implement an interdisciplinary curriculum for our early childhood grades, create warm and engaging inclusive classroom environments for our students, plan meaningful and relevant professional development for our staff and foster a strong relationship with the parents of our students. As a member of the Morris Park community and local business owner, she and her husband are very active in the Morris Park Association and local planning boards and will assist in cultivating partnerships with community-based organizations and businesses and rallying support for our school initiatives.

Megan Gundogdu – Assistant Principal of Literacy and Special Education, IS 131X

Megan Gundogdu has over seven years experience educating the middle school students of the Bronx. As a former ELA Lead teacher in IS 98X and IS 337X, Megan led her department in creating a rigorous, balanced literacy curriculum in which students were engaged, motivated and successful. Currently, Megan, as an AP at IS 131X, has been instrumental in removing the school from the SINI list through her tireless efforts to unite the special education and ELA departments in their goal to improve student outcomes. Her initiatives include: designing and implementing school wide literacy reform, by fostering professional collaboration in order to create a culture of literacy; facilitating regular professional development in the areas of curriculum and learning, data, accountability and community building; contributing to academic and social tone of the school building through consistent demonstration of professionalism; upholding a commitment to educational excellence, establishing and promoting an atmosphere of mutual respect; and opening and improving lines of communication between staff and parents regarding student progress and needs via family workshops and events. The efficacy of her efforts has been substantiated by the great gains the students have made in ELA in the past 2 years. Megan's unique skills and abilities will prove instrumental in creating a school culture of collaboration, accountability and high expectations for all - students, staff and parents. Her leadership skills, both instructional and supervisory, will help to establish the structure for school governance, the model for the use of data and assessments to personalize instruction, the plan for ongoing professional development and the professional learning communities in our school. Her expertise in ELA curriculum and instruction is of vital importance as we strive to create an effective balanced literacy program spanning the Pre-K-8 continuum that is as theme-based and interdisciplinary as possible.

Gary Carlin – Science Instructional Specialist, LLSO

Gary Carlin has devoted over 24 years to the successful education of middle and high school students and the development of highly qualified teachers in New York City. An expert in science curriculum and instruction, he has published many guides, toolkits and reference materials for educators, designed and facilitated innumerable superb professional development workshops and institutes and mentored countless teachers and administrators in an effort to promote student-centered, inquiry-based classroom instruction. A particular focus of his that is aligned with our school mission is addressing the concerns in using data to drive science instruction and differentiation and to meet the needs of our ELL, special education, and gifted students. Gary's particular talents in writing successful grant proposals has been essential to the development of this new school portfolio and his numerous experiences with diverse educational organizations, programs and agencies has been key to our cultivation of partnerships. His specialty in mentoring new and veteran teachers and his relationships with local colleges and universities will play a vital role in fulfilling our team's goal of transforming the school into a center for Teacher Development within New York City.

Francis Osei – Math and Science Lab Consultant, NYC Dept. of Education

As a math, science and engineering consultant for both NYC and Westchester county schools, Francis Osei offers an incredibly creative approach to our team's planning for project-based learning, including the requisite professional development, at our school. Having a solid foundation in STEM curriculum and instruction from his years as a teacher/consultant for the schools partnered with the Salvadori Center for the Built Environment, organizer and developer of the Math/Science/Technology Olympiad, a math and science lab consultant for the Albert Einstein Intermediate School, and a NYC middle school mathematics teacher, Francis is crucial to the development of our five Eco-Health themes, our semi-annual Eco-Health Challenges and the projects and investigations, so very intrinsic to the culture of our school, that students will design to solve real world problems. His background in architecture and engineering further afford him

the ability to design interdisciplinary lessons focused upon environmental engineering and sustainability which excite and motivate diverse learners. Francis' talents will also prove extremely useful when we commence the creation of enrichment clusters.

Appendix G – Letters of Support

427 CAPITOL
ALBANY, NEW YORK 12247
(518) 455-3959
FAX (518) 426-6887
WWW.NYSENATE34.COM

THE SENATE
STATE OF NEW YORK



JEFFREY D. KLEIN
DEPUTY MAJORITY LEADER

3612 EAST TREMONT AVENUE
BRONX, NEW YORK 10465
(718) 822-2049
FAX (718) 822-2321

E-MAIL:
JDKLEIN@SENATE.STATE.NY.US

October 13, 2009

Chancellor Joel Klein
New York City Department of Education
52 Chambers St.
New York, NY 10007

Dear Chancellor Klein:

I am writing in support of the abstract submitted for The Van Nest Academy for Environmental Health Sciences and Technology. The school's vision for an education linked to the health sciences and the borough's major medical institutions and colleges warrants its further consideration as a full proposal.

The health care industry is a major employer in the Bronx, and it is well-established that the children of the Bronx suffer disproportionately from health ailments like asthma. The Van Nest Academy's vision for a school centered around environmental health sciences should be appealing to students while preparing them for careers and opportunities serving the people of the Bronx. Its ideas for linking students to Bronx environmental resources like the Bronx Botanical Gardens to do field research and other hands-on activities should further strengthen its bonds with the community while developing real-world skills for its students.

The school's leader Carol Ann Gilligan, a Morris Park resident, has developed her educational expertise in the area which should help her establish the school's vision among her staff as well as the larger school community. As a Science Instructional Specialist for the Leadership LSO, she possesses the content knowledge and professional development expertise that will enable her to prepare teachers to connect core curricula with the larger Eco-Health themes that fulfill the school's mission.

I look forward to learning more about The Van Nest Academy for Environmental Health Science and Technology, and have arranged to meet with the planning team to further discuss the development of the school. I am impressed with the innovative approaches their preliminary proposal suggests for developing students' skills through engagement with the health and environmental resources of the Bronx.

Sincerely,

Senator Jeffrey Klein

JAMES VACCA
COUNCIL MEMBER, 13TH DISTRICT

□ **DISTRICT OFFICE:**
3040 E. TREMONT AVENUE, RM 104
BRONX, NY 10461
(718) 951-1721
FAX: (718) 931-3605

□ **CITY HALL OFFICE**
250 BROADWAY, ROOM 1749
NEW YORK, NY 10007
(212) 788-7373
FAX: (212) 442-2724



THE COUNCIL
OF
THE CITY OF NEW YORK

CHAIR
FIRE & CRIMINAL JUSTICE SERVICES

COMMITTEES
AGING
CULTURAL AFFAIRS
LIBRARIES & INTERNATIONAL INTERGROUP RELATIONS
EDUCATION
HOUSING AND BUILDINGS

November 5, 2009

Chancellor Joel Klein
New York City Department of Education
52 Chambers Street
New York, NY 10007

Dear Chancellor Klein:

I am pleased to note that a local resident, Carol Ann Gilligan of Morris Park, has submitted a proposal to open a new Elementary / Middle School, *The Van Nest Academy for Environmental Health Sciences and Technology*, at the Van Nest site located in my district.

After reviewing her abstract I am confident her theme stressing the environmental health sciences and technology has great potential for success. When coupled with her professional experience, the emphasis her plan places on inquiry and project-based instruction across all disciplines, especially math, science and technology, is especially suited for the Morris Park-Van Nest community due to the linkages that can be provided from nearby cultural and medical institutions. The New York Botanical Garden and the Albert Einstein College of Medicine are lynchpins in the community and their participation in such a venture would hold great promise.

In addition, for far too long, the sciences have not been given the attention they require. With the emphasis on new green technology and the environmental challenges facing our city and nation, the proposal submitted represents a great opportunity for innovation and creative thinking.

I ask that you give this proposal every consideration and I look forward to working with Ms. Gilligan and assisting in this exciting possibility.

Sincerely,

A handwritten signature in black ink that reads "James Vacca".

James Vacca
Council Member
Bronx, 13th District

JMV: nl



COMMUNITY BOARD #11, BRONX
1741 COLDEN AVENUE
BRONX, NEW YORK 10462
(718) 892-6262 FAX (718) 892-1861
E-Mail: bx11@cb.nyc.gov
COMMUNITY BOARD WEBSITE
www.bronxmall.com/commboards/cd11.html



Dominic Castore
Chairman

Ruben Diaz, Jr.
Borough President

John A. Fratta
District Manager

COMMITTEES

November 24, 2009

- Allerton
- Bronx Park
East/Olinville
- Community
Development and Budget
Priorities
- Education/Youth
- Indian
Village/Westchester Hgts
- Land Use
- Morris Park/Van Nest/
Pelham Parkway
- Pelham Gardens

To Whom It May Concern:

I am writing this letter to offer Community Board 11's support to Carol Ann Gilligan for the position of principal of the Van Nest Academy for Environmental Health Sciences and Technology. Community Board 11 has been in the forefront of fighting for this new school to be built in our community to meet the educational needs of our children. We applaud the Department of Education for their positive response.

I have read Ms. Gilligan's proposal for the Van Nest School and we at Community Board 11 believe that it will provide a benefit to our youth. Our community consists of major health care facilities and it is only fitting that the school's vision should be linked to health sciences. She is tapping into the wealth of environmental education agencies within the local area, including the Bronx River Alliance and the New York Botanical Garden, in order to raise awareness of environmental factors affecting public health and encourage our children to help and serve the community. Her proposal also consists of linking businesses and the school together along with the parents of the school in order to promote a shared sense of responsibility for the education of the students of our community.

Community Board 11 strongly recommends Carol Ann Gilligan and her proposal for the new school at the Van Nest site as she has shown great willingness to collaborate with us in the future. She will make an excellent instructional leader for our children as she shares a common mission and vision with the 3 other local schools in this area, making transition from any one of them almost seamless.

Please feel free to contact John Fratta at (718) 892-6262 if you require further information.

Sincerely,

Dominic Castore

Dominic Castore, Chairman



Science at the heart of medicine

Gordon W. Earle
Associate Dean
Philip and Rita Rosen
Department of Communications
and Public Affairs

Jack and Pearl Resnick Campus
1300 Morris Park Avenue
Belfer, 902
Bronx, NY 10461

718.430.3325 718.430.3703 fax
gordon.earle@einstein.yu.edu

November 30, 2009

Chancellor Joel Klein
New York City Department of Education
52 Chambers Street
New York, NY 10007

Dear Chancellor Klein:

We have been in contact with Carol Ann Gilligan, Science Instructional Specialist, Leadership LSO, with respect to her application to create the Van Nest Academy for Environmental Health Sciences and Technology. If approved, Albert Einstein College of Medicine will lend its support to this timely and thoughtful proposal.

Einstein would look forward to collaborating with the academy in a number of ways, with details to be formulated should her proposal be accepted. Through our Institute for Community and Collaborative Health, we have a history of working with elementary and middle school children. This can be applied to a relationship with a new school that would reside within our community. Einstein is always looking for opportunities to work with community-based and educational organizations, and this proposal aligns with those goals.

Should you have any questions or require further information, please call Michael Heller of my staff at (718) 430-4186, or he may be emailed at michael.heller@einstein.yu.edu.

Sincerely,

A handwritten signature in black ink that reads 'Gordon Earle'. The signature is written in a cursive, flowing style.

Gordon Earle
Associate Dean
Public Affairs and Communications



October 1, 2009

To whom it may concern:

Based on our planning meeting and discussion with Carol Ann Gilligan, The New York Botanical Garden would like to partner with *The Van Nest Academy for Environmental Health Sciences and Technology*, assisting in the design of a program to meet the specific needs and goals of the school. NYBG is prepared to provide the following services to the school community as they strive to identify environmental factors related to public health issues in NYC and explore strategies to mitigate the effects humans have upon the environment:

- Provide customized Professional Development for staff during Summer of 2010 and follow-up throughout school year to train in environmental lessons, activities and investigations related to environmental stewardship, including sample population counts, phenology protocols, water, soil and air quality monitoring, ethnobotany, technical drawing in the natural world
- Collaborate with the Children's Education Department to plan for engaging, inquiry-based, interdisciplinary lessons ranging from grades PreK-8
- Provide access to Native Forest and Bronx River for self-guided tours and data collection field trips
- Access to Howell Family Garden to reinforce our Eco-Health theme of Nutrition and an ethnobotanical connection
- Help create a customized Citizen Science program to meet the needs and goals of the school's "Learn and Serve" philosophy and promote joint efforts for a more sustainable future
- Collaborate with NYBG graduate Students (i.e. ethnobotanists and systematic botanists, etc) to provide science insights to our students and teachers, both on-site at NYBG and at the Van Nest Academy
- Borrowing of equipment and technology related to the protocols for data collection
- Inclusion of parents of the school community by offering family programs afterschool or during weekends to raise awareness of environmental stewardship
- Possible afterschool program within the Garden

Based on our common commitment to environmental education and desire to promote educational stewardship, we look forward to working with Ms. Gilligan in developing a successful partnership with The Van Nest Academy for Environmental Health Sciences and Technology in the 2010-2011 school year.

If you have any questions, I can be reached at 718.817.8177 or JBoyer@nybg.org.

Sincerely,

James Boyer, PhD
Director of Children's Education
THE NEW YORK BOTANICAL GARDEN
Bronx, NY 10458

THE NEW YORK BOTANICAL GARDEN



October 6, 2009

To whom it may concern,

It is my pleasure to write this letter in support of The Van Nest Academy for Environmental Health Sciences and Technology on behalf of the Bronx River Alliance Education Program. The overall design of the school will benefit our community and we are prepared to support the school as they strive to identify environmental factors related to public health issues in NYC and explore strategies to mitigate the effects humans have upon the environment.

The Bronx River Alliance is a non-profit organization that partners with the New York City Department of Parks & Recreation to work towards the rehabilitation of the Bronx River and its environs, coordinate the development of the Bronx River Greenway, and act as a support and partner for over 100 other community based organizations that share common goals for improving the river and the communities in the watershed.

As a part of our support for the school, the Education Program will offer customized professional development beginning in the summer of 2010 as well as support throughout the year to staff in environmentally focused lessons and investigations that promote stewardship while fulfilling the goals of the core curriculum including water and soil monitoring, fish reintroduction, ecological conservation and the equipment necessary for such investigations. We will facilitate access to primary documents and historians that offer a unique historical perspective of the ecological changes occurring on the Bronx River that can be a basis for a study of possible effects on local public health. The Alliance also offers access to the river and the adjacent parks for real world experiences as well as participation in our canoe program in which the entire family may participate for afterschool and weekend programs.

I know that you will share our support for The Van Nest Academy for Environmental Health Sciences and Technology. If you have any questions, please feel free to contact me directly.

Sincerely,

Damian Griffin
Education Director Bronx River Alliance
1 Bronx River Parkway
Bronx, NY 10455
718 430 4665

damian.griffin@parks.nyc.gov

www.bronxriver.org

Education Through Music



Sounds wonderful, doesn't it?

November 30, 2009

Board of Directors

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Chairman

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Emily H. Susskind

Anne T. Vitale

Katy L. Weinberger

Robert A. Weisstuch

Katherine Damkohler
Executive Director

To Whom It May Concern:

Based on discussions with Carol Ann Gilligan, Education Through Music would like to partner with The Van Nest Academy for Environmental Health Sciences and Technology, assisting in the design of a music education program to meet the specific needs and goals of the school, and provide every student with a well-rounded education that includes music. Education Through Music is planning to work alongside Ms. Gilligan and the school staff and provide the following services to the school community:

- Weekly, yearlong music instruction for every child, that:
 - Follows a skills-based, comprehensive and sequential curriculum, and
 - Supports cognitive thinking skills and content in other academic areas.
- Ongoing, customized professional development services including:
 - Training and mentoring for teaching artists and music teachers,
 - Professional development for academic teachers, and
 - Management guidance and leadership training for principals.
- Parent and community involvement:
 - ETM staff and teaching artists speak to parents, and encourage them to attend student performances.
- Ongoing assessment and evaluation, including:
 - Fall and spring music skills assessments,
 - Surveys of teachers, teaching artists, and principals, and
 - Monthly observations of teaching artists

We look forward to working with Ms. Gilligan to develop a successful partnership with The Van Nest Academy for Environmental Health Sciences and Technology. We will work towards the common goal of developing a music program that will enhance students' academic performance and general development.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Katherine Damkohler".

Katherine Damkohler
Executive Director

Advisory Committee

Joshua Bell

The 5 Browns

Misha Dichter

Peter Flanigan

Marilyn Horne

Jane Remer

Thomas Sobol

Harold Tanner

Walfredo Toscanini

P.S. 108X
The Philip J. Abinanti School
United in Excellence

Charles Sperrazza,
Principal
Irene Rogan,
LLSO Network Leader

Deirdre Hogan,
Assistant Principal
Farhidys Forde,
Parent Coordinator

October 5, 2009

To Whom It May Concern:

As the principal of the Philip J. Abinanti Elementary School, PS 108X, Morris Park, I would like to offer my support to Carol Ann Gilligan in her endeavors to open a brand-new PreK-8 school in the same community.

I am confident Ms. Gilligan's proposal for *Van Nest Academy for Environmental Health Sciences and Technology* will provide an immediate benefit for both the children and parents in our community.

During the past several years, our parents have expressed the need for a personalized middle school experience parallel to that which PS 108 offers in the elementary grades. Ms. Gilligan's proposed new school offers a common mission and vision with PS 108 in its dedication to a School-wide Enrichment Model, whereby all learners of various talents, interests, learning styles and abilities are engaged regularly in inquiry and project-based learning across multiple subject areas.

This, as well as her core belief of residing in the community that she serves, will provide a seamless transition for our students to middle school.

I will offer any assistance I, and my school community can, to Ms. Gilligan as she builds a culture of school-wide enrichment with her own students, staff and parents.

Therefore, it is without reservation that I highly recommend and support Carol Ann Gilligan as the next building leader of the *Van Nest Academy for Environmental Health Sciences and Technology*.

Sincerely,

Charles Sperrazza

Charles Sperrazza
Principal- P.S. 108X

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	PS/MS 11X498 - VAN NEST ACADEMY						
District:	11	DBN:	11X49	School		321100010498	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K	v	4		8		12
	1	v	5		9	Ungrade	v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K			0				
Kindergarten			57				
Grade 1			48	Student Stability - % of Enrollment:			
Grade 2			0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3			0				
Grade 4			0	Poverty Rate - % of Enrollment:			
Grade 5			0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6			102				60.0
Grade 7			0	Students in Temporary Housing - Total Number:			
Grade 8			0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9			0				
Grade 10			0	Recent Immigrants - Total Number:			
Grade 11			0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12			0				
Ungraded			2				
Total			209				
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes			19	Principal Suspensions			
# in Collaborative Team Teaching (CTT)			0	Superintendent Suspensions			
Number all others			9				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			
				Early College HS Program Participants			
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Transitional Bilingual Classes			TBD	Number of Teachers			
# in Dual Lang.			TBD	Number of Administrators and Other Professionals			
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD	Number of Educational Paraprofessionals			
<i>These students are included in the General and Special Education enrollment information above.</i>							

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
				% fully licensed & permanently assigned to this			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers			
American Indian or Alaska Native			1.0				
Black or African American			16.3				
Hispanic or Latino			59.3				
Asian or Native Hawaiian/Other Pacific			9.6				
White			13.4				
Male			51.7				
Female			48.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

PS/MS 498X
The Van Nest Academy for Environmental Health Sciences & Technology

1640 Bronxdale Avenue
Bronx, NY 10462
Ph.(718) 409-3001 Fax (718)409-3002



Carol Ann Gilligan, Principal, I.A.

Ann Reynolds, Assistant Principal, I.A.

Title I Parent Involvement Policy and Parent-School Compact for PS/MS 498X

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS/MS 498X, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS 498X's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS/MS 498X will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math, science, social studies and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties

between parents and other members of our school community;

PS/MS 498X's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS/MS 498X Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 498X will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent

Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g. ARIS, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

PS/MS 498X will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support parents/guardians, grandparents and foster parents in asserting leadership in education for their children.
- encouraging more parents to become trained school volunteers via our Parent Learning Leaders program;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- utilizing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages, that parents can understand;

Section II: School-Parent Compact

PS/MS 498X, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS 498X staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve the Common Core State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards (CCSS) to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g. Open School Week);

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks;
- read to/with my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education.
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies, whenever possible;

- take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);
- share responsibility for the improved academic achievement of my child; and
- participate in Parent/Teacher Conferences at least twice yearly.

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by__
Principal Carol Ann Gilligan on __August 31, 2010__.

This Parent Involvement Policy was updated on __October 29, 2010__ and __December 20, 2010__ by the
VNA School Leadership Team.

The final version of this document will be distributed to the school community in __February, 2011_ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 6	District 11	School Number 498	School Name The Van Nest Academy
Principal Carol Ann Gilligan		Assistant Principal Ann Reynolds	
Coach		Coach	
Teacher/Subject Area Monica Mosier/ELA		Guidance Counselor	
Teacher/Subject Area Laura Pagano/Science		Parent Beatrice Rodriguez-Falu	
Teacher/Subject Area Angela Lopez/Math		Parent Coordinator Rose Gjidiya	
Related Service Provider Carolyn Finch/SETTS		Other Guarinelly Hernandez/ESL	
Network Leader Petrina Palazzo		Other Jaye Murray/Social Worker	

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

C. School Demographics

Total Number of Students in School	212	Total Number of ELLs	14	ELLs as Share of Total Student Population (%)	6.60%
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Part II: ELL Identification Process

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

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

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

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

The school Principal, ESL teacher, or a certified pedagogue will assist the parents of newcomers to fill out the survey and conduct an informal interview if needed to determine the correct placement of the students. The Van Nest Academy will also provide our parents assistance with the translation of forms in person or over the phone as needed. Once the surveys are completed, the LAB-R can be administered to determine English proficiency level. This process is ongoing because new students enter the school on a regular basis throughout the year. Parents of students who have failed the LAB-R are notified by entitlement letters sent home via backpack and through phone calls and personal outreach to parents at entrance and dismissal. We adhere to the 10 day maximum compliance deadline for newcomers to be surveyed, tested and sit for parent orientation.

To ensure that parents understand all three program choices, parents are invited to attend an ELL Parent Orientation to watch a video that explains each program type and to give parents the opportunity to fill-out the forms, choose the program best suited for their child and ask the necessary questions about student placement. Parents are notified about the workshop a week in advance as soon as their child has been identified as an ELL. Letters are sent home in their native language and parents are given the choice to attend the orientation during or after school hours. Multiple opportunities for orientation and completion of parent survey are provided in order to work around their schedules. Interpreters in the parents' native language are also provided within our staff.

After reviewing the Parent Survey and Program Selection forms for this year, the trend in program choice that five out of five of our parents have requested has been Freestanding ESL push-in program. The program model offered at the Van Nest Academy is aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	1
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	1

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	12	2		1			1		1	14
Total	12	2	0	1	0	0	1	0	1	14

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____ Asian: _____ Hispanic/Latino: _____

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	2					5							12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1							1

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
Other							1							1
TOTAL	5	2	0	0	0	0	7	0	0	0	0	0	0	14

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.

The Van Nest Academy has a small ESL program due to the fact that it is a brand new school with only three grades, K, 1, and 6. This year, students who are identified as English Language Learners will receive services throughout the academic year by one full time ESL teacher who will deliver the program at the school. The ESL teacher, who can do pullout, delivers instruction as a push-in model with eight forty-five minute periods a week to allow for the 360 minutes mandated for newcomers and intermediate level ELLs and 180 minutes for advanced level students. Early childhood does not have the same courses at the same time, this allows for our ESL teacher to push-in during various courses throughout the week. The flexibility in schedule will allow the ESL teacher to work with ELLs in all disciplines.

Beginner and Intermediate level ELLs regardless of grade are programmed for 360 minutes per week of push-in and pullout. Push-in ESL instruction for beginner and intermediate level ELLs is 75% and 25% pullout with 180 minutes of English Language Arts. Advance ELLs receive 180 minutes a week of English Language Arts instruction. Students are grouped according to their proficiency levels: Beginner, intermediate and advanced. Students are grouped with no more that five students based on English proficiency level. Beginner and intermediate level students receive eight forty-five minute periods a week of ESL instruction. Advanced level students receive four forty-five minute periods with an extra 180 minutes a week of ELA instruction as required under CR Part 154. The ESL program at the Van Nest Academy consists of 75% push-in and 25% pullout. As time goes on and if schedule permits, push-in will increase to 100%.

To differentiate instruction for our ELL subgroups, the instructional plan for SIFE students will consist of an intensive English language development program, teaching social and academic language.

-Differentiating content involves modifying the nature of informational resources used in the classroom and adjusting the scope of the content that is directly taught to each student.

-Differentiating process involves delivering content in different ways and providing alternative ways for students to access, or work through, the content. Examples include using graphic organizers or working with a partner or in a small group.

-Differentiating products involves establishing assignment options that vary in complexity, such as producing a poster or multimedia presentation rather than a piece of written work.

Our ESL push-in program will also provide training in ESL techniques for mainstream teachers, common planning and discussions to present

content in ways to enable students to acquire academic language, 'learn how to learn' and work on English proficiency.

In addition, we will focus on building a strong academic foundation for newcomers as well as SIFE to increase literacy development and English language acquisition through thematic units, and by using visuals such as charts, graphs, time lines, Venn diagrams, and small group activities. Activities will revolve around vocabulary acquisition-explaining, demonstrating, drawing, repeating, rephrasing, reading, writing, and manipulating with words throughout every aspect of instruction. The meaning of words are acquired through multiple opportunities to hear, say, read, and write the words in slightly different meaningful contexts. Teachers will have to create these contexts in the classroom and allow opportunities for the students to effectively develop their vocabulary. Systematic phonics instruction can be very effective in helping newcomer ELLs, even those at fairly low levels of language proficiency, to learn to decode words. Most SIFE ELLs will need additional time and practice to learn to hear and produce the sounds of English, to learn the meanings of the words used in phonics instruction, to learn the multiple combinations of letters that make the same sound, and to learn many more sight words than native English speakers need. Additional time for phonics instruction should be built into reading programs for SIFE ELLs.

ELLs receiving service 4 to 6 years and special needs ELLs will have the same instructional strategies and scaffolds as other students that are not SIFE, due to their current performance, assessment, and data analysis. All English Language Learners (ELLs) are serviced through the ESL Program. At-risk students and those who are reading below grade levels are pulled out for Academic Intervention Services, AIS. The purpose of this program is to help our students gain more content area vocabulary and comprehension skills. This will help the ESL students succeed in all content area exams, like: ELA, Math, Science, Social Studies (fifth grade), and NYSESLAT.

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

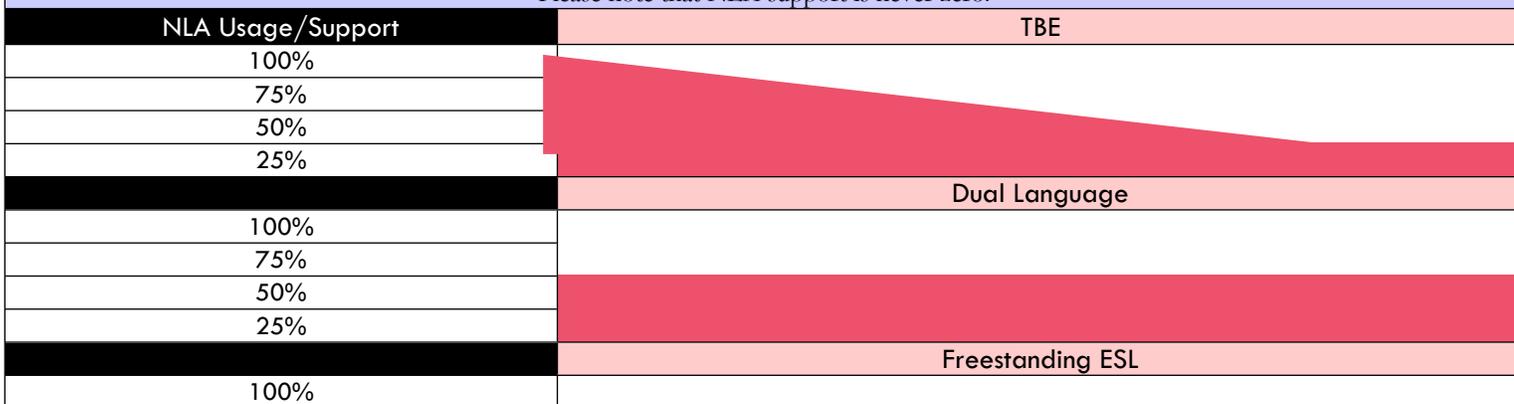
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Seventy five percent of instruction for ELLs is devoted to pushing in their classrooms during content area instruction. Students are in small groups and are provided with different instructional aides to provide opportunities for language development and retention. Listening centers, word walls, pictures with translations, graphic organizers, technology support, concept maps, glossaries, dictionaries, one to one, field trips, assessments, and native language books are used to scaffold the content area instruction of the classroom teacher as ways to increase motivation for our ELLs to make the transition into a new environment. Twenty five percent of instruction for the ELLs is devoted to pulling out groups of ELLs with the same proficiency level to target specific content and skills in need of improvement using the ancillary materials are provided with the programs use in Social Studies, Math, and Science specifically targeted for ELLs.

The following strategies are employed to ensure success for our Ells in our ESL program:

-Authentic Assessment. The baseline for instruction is assessing where the students and begin from there. The Language Assessment Battery-Revised (LAB-R) scores which was administered at the beginning of the year for newcomers and the bases of the child's placement, enables the ESL teacher to determine what lesson to teach. Other assessments include teachers' observation, performance assessment, and portfolio which are basically all authentic student work. The teacher collaborates with the classroom teachers to make sure each child would meet the state standards and pass the standardized statewide tests.

-The Language Experience Approach. This is a common approach to teach the ESL students so they could learn and develop their academic and social skills. The ESL teacher is exposing them to speaking activities, listening activities such as read-aloud, books on tapes; reading, writing, and thinking with focus on phonemic awareness, language patterns, and convention of the English language. Following the curriculum, the

teacher employs the thematic approach in teaching the content areas. This enables the ELLs to learn and master both concepts and language.

-Total Physical Response (TPR). Total Physical Response is a strategy which requires physical movement as the child responds to the teacher in a learning activity. Especially for kinesthetic learners, they learn and retain information or knowledge when they move and touch things.

-Technological Support. Exposing the ELLs to technology learning such as computers, projectors, audiocassette expand their learning in the sense that they could see colors, movements and hear sounds, as they learn. Besides, they are engaging and interactive that will expand their learning.

-Hands-on activities. Field trips or neighborhood walks, experiments and projects where students can actually do activities themselves serve as real life learning experience. This facilitates better understanding of the concepts presented in books and curriculum.

The ESL teacher will provide individualized programs for newcomers, SIFE, long-term, and special needs ELLs, yet have them working together in cooperative learning groups to provide time for meaningful interactions to assist in the development of listening, speaking, reading and writing skills in English. Every effort is made to minimize the anxieties and lower the affective filter of interacting in a new language and culture by strengthening the students' self-esteem and cultural identity.

In class, cultural traditions are shared and a global perspective is encouraged. An over-riding goal of the program is the preparation for participation in the mainstream classroom by developing social, academic, and interpersonal skills by using a variety of materials and resources available to create lessons that are contextual and developmentally appropriate to meet the needs and concerns of the students. Every effort is made to maintain contact with the LEP students' parents and with classroom teachers. Throughout the year, the LEP students' parents are encouraged to participate and take part in the planning and implementation of all school activities.

To continue transitional support for reaching proficiency on the NYSESLAT, The Van Nest Academy will have a two-hour Saturday ESL Academy for our 6th grade students for five weeks and a morning program Tuesdays and Thursdays from 7:00am to 7:45am each day. For our K-1 ELLs, we will provide a morning program from 7:00am to 7:45am every Wednesday morning.

In the ESL push-in program model, native language support is delivered by having a variety of texts in different genres to support the ELLs in the content areas. In addition, academic instruction that includes the use of the students' native languages, especially if they are literate in that language, promotes the learners' academic achievement while they are acquiring the English needed to benefit fully from instruction through English. Native language literacy abilities can assist ELLs in the mainstream classrooms to construct meaning from academic materials and experiences in English. Also, in learning a new language, students learn more about their native tongue. This means that for ELLs the most effective environments for second language teaching and learning are those that promote ESL students' native language and literacy development as a foundation for English language and academic development.

All ESL services support and resources do correspond to our ELLs. All the materials are rigorous, grade and age appropriate for our students. ESL students are placed in age-appropriate classrooms with their peers, and also receive additional language and content instruction. The needs of ELLs are best met when teachers work collaboratively to differentiate or adapt instruction, provide explicit ESL instruction and create an environment of cultural competence. Additional support may include community volunteers and peer tutors.

Some activities offered to our newly enrolled ELL students are to take part at orientation where the ESL teacher will introduce herself to the students and parents, conduct a learning style survey, use it as a form of assessment to drive instruction and meet their individual learning needs. Additionally, the creation of a packet of beginning activities like colors, numbers, shapes, body parts, and survival vocabulary can be used to increase motivation and reduce anxiety.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

This plan furthers our work in staff development for our school staff. The Van Nest Academy will provide the resources and professional development to aid staff who work directly with our students including workshops that will showcase exemplary strategies, curricula, and academic interventions across the content areas and grade levels to understand what works for our ELLs to achieve success of a minimum of 7.5 hours of staff training as per Jose P. All of our teachers will attend the professional trainings to learn more research-based instructional strategies, including QTEL strategies, that will help students meet the state learning standards. The school also provides staff development focusing on goal setting and data driven instruction that will highly impact student learning.

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?

The parents or guardians of English Language Learners are informed of their child's participation in the ESL push-in program with letters and progress reports. Letters and progress reports will include the results of predictive, diagnostic, and interim assessments administered to the students and program entrance and exit. Progress reports are provided in both English and the native language whenever possible to ensure and maintain great communication with the parents.

Parental input and involvement has an essential role in the program. Parents are encouraged to take English lessons that are offered in the community or the school, to provide the ELLs with extra English support at the home, to use the neighborhood library, to take advantage of vacation time programs in the community that would maintain and improve their child's English language skills. Parents are also encouraged to volunteer in the classrooms and to share aspects of their cultural heritage and backgrounds.

PS/MS 498X welcomes all parents and values their input. They are the school's partner in building a learning community. The school reached out all the parents through the school's Parents Coordinator. In addition, the scheduled Parents-Teachers conferences will make this connection stronger. During the parents' orientation at the beginning of the year, the parents were informed of the state standards, school assessments and expectations, and programs that the school has for students. Parents were and continue to be surveyed as to their needs in the school community. Our parent coordinator makes outreach to parents to ascertain what services and resources should be deployed to meet those needs. The ESL teacher who works closely with the ELL students in differentiated instruction, the classroom teachers, the social worker, the AIS coordinator work together to meet the students' required needs. The Parent Association is also an additional avenue for parents to be involved of their students' education.

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)	1	1					1							3

Intermediate(I)		1					2							3
Advanced (A)	4						4							8
Total	5	2	0	0	0	0	7	0	0	0	0	0	0	14

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	2			5
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			5		1				6
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	

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English 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.

The Van Nest Academy will be using TCRWP throughout the academic year to assess our ELLs. The data shows the student’s reading levels as well as fluency levels, reading comprehension, knowledge of sight words, letter recognition, decoding skills, and reading expression. These data results are shared and used with all the teachers during our weekly grade meetings to best evaluate our teaching practices and guide instruction.

The patterns across NYSESLAT modalities show a pattern of proficiency and advance levels achieved in listening and speaking and some decline in reading and writing scores with some students showing a gain of a few points among the sixth grade students.

The results of the ELL Periodic Assessment will be used to compare scores achieved in all modalities and address the needs of individual students. Through the ELL Periodic Assessment the school is learning about the different modalities and areas of concern to be addressed and use to plan our lessons accordingly to reach and teach our ELL students by providing our students with books to support instruction in their native language, small group instruction, and one to one.

The success of our program is evaluated by setting goals for the year and aligned them with the standards to guide us to optimal results for our ELLs. It is our responsibility to meet their needs. It is our hope that faithful implementation of this plan will give ELLs a solid educational foundation.

Evaluation Goal 1: Implementation

Our ELL program is fully implemented based on state and federal laws, district policies, research, pedagogy and practice to serve and safeguard the needs of our English Language Learners.

Evaluation Goal 2: English Proficiency

ELLs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.

Evaluation Goal 3: Academic Progress

ELLs will make steady progress in core academic subjects. ELLs in our school with five years or longer of ESL services will meet grade-level standards in core academic subjects.

Evaluation Goal 4: Biliteracy

Students enrolled in a Freestanding ESL push-in program will master language skills in English with native language support.

Evaluation Goal 6: Multicultural Proficiency

ELLs will develop multicultural proficiency. Our hope is that this plan will surpass expectations of support for teachers, administrators, parents, and especially our students. This plan will serve as the basis for our work, a work that is inclusive of all learners and needs.

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.

Our primary goal is to produce public-health-minded citizen scientists who reflect the values our “Learn and Serve” philosophy and to provide a world-class education for every child, every day. Our mission is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which will enrich our society. We believe that it is critical for all students to acquire academic English and also recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population. We know that a student cannot learn what he/she cannot understand.

We will leverage partnerships with parents, community organizations and businesses, environmental organizations and green spaces, neighboring schools, and teachers in training “to create a learning community that honors ethnic, gender and cultural diversity, mutual respect and caring attitudes toward one another, respect for democratic principles and preservation of the earth’s resources.” (Renzulli, 1994)

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		