



**ACADEMY FOR CONSERVATION AND THE ENVIRONMENT  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (18/ BROOKLYN/ 18K637)**

**ADDRESS: 6565 FLATLANDS AVENUE, BROOKLYN, NY 11236**

**TELEPHONE: 718-968-4101**

**FAX: 718-968-4296**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 18k637      **SCHOOL NAME:** Academy for Conservation and the Environment

**SCHOOL ADDRESS:** 6565 Flatlands Avenue, Brooklyn, NY 11236

**SCHOOL TELEPHONE:** 718-968-4101      **FAX:** 718-968-4296

**SCHOOL CONTACT PERSON:** Michelle Ashkin      **EMAIL ADDRESS:** mashkin@schools.nyc.gov

**POSITION/TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Michelle Ashkin

**PRINCIPAL:** MICHELLE ASHKIN

**UFT CHAPTER LEADER:** JENNIFER THOMAS

**PARENTS' ASSOCIATION PRESIDENT:** INGRID FRANCIS

**STUDENT REPRESENTATIVE:** Emma Jean Baptiste

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18      **CHILDREN FIRST NETWORK (CFN):** 404

**NETWORK LEADER:** Terry Byam

**SUPERINTENDENT:** Aimee Horowitz

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

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

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Michelle Ashkin	*Principal or Designee	
Jennifer Thomas	*UFT Chapter Chairperson or Designee	
Ingrid Francis	*PA/PTA President or Designated Co-President	
Sybil Girard	Assistant Principal IA	
Scott Morrison	Teacher	
Jill Pierce	Teacher	
Meredith Klein	Teacher	
Anderson Wilson	Parent	
Brendaline Willock	Parent	
Emma Jean Baptiste (11 <sup>th</sup> )	Student	
Nick Wilson (11 <sup>th</sup> )	Student	
Khalil Fletcher (10 <sup>th</sup> )	Student	
Yanique Palmer (10 <sup>th</sup> )	Student	
Choi Ling Chung (10 <sup>th</sup> )	Student	
Arianna Mitchell (9 <sup>th</sup> )	Student	
Deora Moultrie (9 <sup>th</sup> )	Student	

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

\* Core (mandatory) SLT members.



### **SECTION III: SCHOOL PROFILE**

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

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

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*The Academy for Conservation and the Environment is a small, college preparatory high school whose mission is to provide rigorous, exciting, and unique learning experiences for students of NYC that uses the natural and built environments as a comprehensive focus for learning.*

*Students will graduate from ACE with the skills, knowledge, leadership capabilities, and confidence to pursue their dreams, excel in their studies, and become productive, empowered, civic-minded citizens whose decisions and actions effect positive change in the environment, in their communities, and the world at-large.*

*ACE is the first NYC school whose explicit theme is to educate for a sustainable future. The concept of sustainability: that is, the ability of humanity to meet its needs for economic prosperity and health without compromising the needs of future generations. To achieve this goal we must develop in our young people new ways of thinking about their world, their relationship to it, and their ability to influence it in an entirely new way and that prepare our youngsters with the habits of mind they need to succeed in today's competitive marketplace.*

*Our theme of sustainability and conservation, in combination with action-oriented, hands-on, community-based projects that use NYC as a living laboratory, will deeply involve students in their work and their learning. Our uniquely designed curriculum and inquiry-based instruction benefits all students, regardless of where they fall on the continuum of learning. English Language Learners and lower performing students will benefit from supportive classroom instructional practices that identify gaps in student learning, are geared to student strengths and learning modalities, and provide a range of opportunities for students to demonstrate their academic progress. More academically advanced students will be challenged by the rigorous curriculum and the depth and breadth of their projects, and will receive the attention and support that only a small school community can provide.*

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Academy for Conservation and the Environment				
<b>District:</b>	18	<b>DBN #:</b>	K637	<b>School BEDS Code:</b>	331800011637

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment: 190</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						81	78%		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7						81	78		
Grade 8									
Grade 9		65	72	<b>Students in Temporary Housing: Total Number</b>					
Grade 10		0	58	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		0	0				2		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		65	130				6		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes		0	0						
No. in Collaborative Team Teaching (CTT) Classes		29	28	Principal Suspensions					
Number all others				Superintendent Suspensions					

### DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes		0	0	Early College HS Participants			
# in Dual Lang. Programs		0	0				
# receiving ESL services only		3	6	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs		3	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers		6	10
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals		1	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		0	0
		1	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		100	100
American Indian or Alaska Native		0	0	Percent more than two years teaching in this school		N/A	N/A
Black or African American		80.3	80	Percent more than five years teaching anywhere		20	30
Hispanic or Latino		14.8	15				
Asian or Native Hawaiian/Other Pacific Isl.		1.6	2.0	Percent Masters Degree or higher		60	60
White		3.3	3.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100	100
Multi-racial							
<b>Male</b>		54.1	51				
<b>Female</b>		45.9	49				

### 2009-10 TITLE I STATUS

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

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	N/A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

*ACE has just begun our third year. The data we used to develop our needs assessment is primarily from the DY0 assessments that we gave to the students in the fall of 09, the winter and spring of 2010, credit accumulation for our 9<sup>th</sup> and 10<sup>th</sup> grade cohorts; grade progress reports; attendance data; teacher anecdotes; suspension rates; as well as classroom assessments and guidance interventions.*

*Our data revealed several patterns in the way our youngsters organize their work, read texts and works of fiction, locate information, provide evidence for their thinking, communicate through verbal and written expression, follow written and verbal instructions, and problem solve both in the academic and social aspects of their lives.*

*As a result of our ongoing assessment of student progress we are building upon our previous year's work and furthering our support programs for at-risk students and improving literacy skills in all of our students. Specifically we are implementing*

- 1) School-wide instructional strategies and programs that are aimed at strengthening literacy skills across disciplines;*
- 2) Professional development that will improve inquiry based learning and will prepare our youngsters for the challenges of more complex college-level academic work;*
- 3) Advisory curriculum for the 11<sup>th</sup> grade with a focus' on college preparation;*
- 4) Increasing parent involvement.*

*Throughout the year, as we learned more about the strengths and needs of our students and regularly valuated our program based on the above-mentioned goals. We modified and improved our practices, revised and strengthened our systems and procedures, and continued to look at student work and plan for year three.*

*During the summer of 2010 we continued to develop our inquiry-based model of instruction through intensive Professional Development of the entire staff. ACE staff created the attributes that will help us to assess student progress in the ACE Habits of Mind framework (QUEST) This acronym stands for Questioning, Understanding, Evidence, Sustainability, and Thinking, and is a culmination of the skills that are necessary for our students to become college ready by the time they graduate from ACE. The*

*attributes that we developed give us specific guidelines as to what we expect to teach students to do (and that we expect to see in the student work that we collaboratively evaluate) at every level of performance.*

*In addition to their academic needs, our students are in great need of emotional and social support. Their lack of appropriate social skills is perhaps one of the greatest challenges we face as well as one of the greatest obstacles to their academic successes. Through our daily observation of student interactions in class and in the hallways, and through working with the students on conflict resolution, mediation, and advisory discussions, it has become evident that students do not have the tools to communicate their feelings or resolve problems or issues they are having with other students in a productive way, that they are unfamiliar with appropriate responses that it is difficult for them to accept boundaries, structure, and authority, and that they have little tolerance for diverse cultures, points of view, religions, or other differences between people.*

*A major undertaking of our school is the development of a school culture that promotes tolerance, communication, peaceful resolution of personal problems, acting with self-respect, and treating others with respect both in how we talk to them or about them, and how we act towards in our interactions.*

*This summer we once again revised our progressive discipline plan to include specific actions that we will take to address our most at-risk students. We have begun to implement this plan and have applied for, and received, a CEIS that will help us to strengthen our efforts by investing additional funding, training, and personnel into this much needed work.*

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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*Goal # 1: To develop programs that better serve our at risk students. We define our 'at-risk' population as those students who are at risk of not graduating and who are performing below level due to academic, social or emotional difficulties. Specific measurable goals include increasing to 90% the attendance for the at-risk sub-group whose attendance currently prevents them from achieving academic success; and improving passing rate of all at-risk students to 100% passing in at least 4 subject areas.*

*Goal #2: Increase parent involvement. Specifically we are looking to actively involve at least 80% of our parent/caretakers in the education of their children, and at least 15% of our parent/caretakers in parent association meetings and other school events.*

*Goal #3 is to continue our ongoing efforts at developing the most professional, competent, highly qualified teachers. Teachers will work to improve their effectiveness and expertise using inquiry as their primary pedagogical practice. 100% of the teachers will utilize this approach at least 80 % of the time, as evidenced by student-centered classrooms that engage students in high level thinking and problem solving activities based on our Habits of Mind framework.*

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Goal # 1: To develop programs that better serve our at risk students. We define our 'at-risk' population as those students who are at risk of not graduating and who are performing below level due to academic, social or emotional difficulties. Specific measurable goals include increasing to 90% the attendance for the at-risk sub-group whose attendance currently prevents them from achieving academic success; and improving passing rate of all at-risk students to 100% passing in at least 4 subject areas.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>We have identified 3 major categories of at-risk students at ACE: 1) Students who attend school regularly, are motivated to do well, but who came to high school performing well below level and who need additional academic supports 2) Students who are not motivated and whose attendance affects their academic performance. 3) Students who are in danger of dropping out due to influences outside of school. 1st phase of our action plan will be completed during our summer 2010 PD: To develop a strategic plan of action for each of the sub-groups above. We have already identified the strategies currently used at the school to address the issues that prevent these students from succeeding. We identified the groups with whom these current strategies were and were not effective, and why. From this, we developed the beginning of a plan outlining the steps we will take, who is accountable, and accountability measures that need to be set in place in order for us to monitor and evaluate the effectiveness of the plans. We are now in the process of fully developing these plans, in terms of specific academic (and other interventions) that will 1) increase the attendance of our at-risk students to no more than 10 absences for the year 2) increase parent involvement through weekly (and in some cases, daily) contact in order to facilitate the recovery of these students through an intensive, multi-support strategy. 3) Develop and plan after and during school experiences that will foster a greater sense of belonging for these students to the school community as a whole, and that help students and</i></p>

	<p><i>teachers work closely to form strong, supportive, trusting relationships. We plan to complete this initial draft by the end of our summer work, and begin implementing and monitoring the progress of this select group of students starting in September. To implement this successfully we need to hire outside consultants who work with teachers to train them how to work most effectively with an at-risk group of students.</i></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Title I SWP: Parent Involvement; Professional development; Title I RRA: Parent Involvement; IDEA ARRA CTT; TL Mandated Counseling;</i></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><i>Attendance reports (daily, weekly, monthly) should indicate improved attendance; individual students daily progress sheets should show improvement in attendance, behavior, and classroom participation or completion of assignments; class grades, report cards; decreased # of suspension and or behavioral incidents</i></p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Goal # 2 is to increase parent involvement. Specifically we are looking to actively involve at least 80% of our parent/caretakers in the education of their children, and at least 15% of our parent/caretakers in parent association meetings and other school events.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>To increase parent involvement we will: 1) Design and implement an extensive parent outreach program that includes, but is not limited to, a monthly newsletter; updated website alerts about events and accomplishments of students; on-site workshops specifically geared towards issues that parents are concerned about for their children; a system of accountability for consistent phone and/or email contact to inform parents of student progress and discuss issues students may be facing. Parent involvement and outreach is a major principle of our fiduciary partner, the Institute for Student Achievement and is aligned with</i></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><i>Title 1 SWP 1% parent involvement; Title 1 ARRA for improved parent involvement; Titel 1 SWP for professional development;</i></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><i>Attendance at parent association meetings and at SLT meetings. Increase in the number of parents or guardians that attend parent conferences during open school night and day; increase in the number of parents who call school and teachers to follow up on their child's progress.</i></p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Goal #3 is to continue our ongoing efforts at developing the most professional, competent, highly qualified teachers. Teachers will work to improve their effectiveness and expertise using inquiry as their primary pedagogical practice. 100% of the teachers will utilize this approach at least 80 % of the time, as evidenced by student-centered classrooms that engage students in high level thinking and problem solving activities based on our Habits of Mind framework.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>Teachers will receive ongoing professional development on: 1) Developing inquiry based units of instruction; 2) Developing rubrics for assessment that can be used by students to guide their own progress; 3) Developing lesson plans that embed differentiated strategies for heterogeneous classes which contain students of varying levels of proficiency;</i></p>
<p><b>Aligning Resources:</b></p>	<p><i>Aligning Resources: Title I SWP: Professional Development ,,,,,</i></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><i>Informal and formal observations specifically looking for the inquiry based pedagogical methods we modeled in PD; students engaged in the practice (as defined by our rubrics) in deep thinking, inquiry based learning; collaborative study of student work to assess student progress on the ACE Habits of Mind rubrics that are constructed around the inquiry model of learning.</i></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	8	TBD	TBD	TBD	10			
10	5	TBD	TBD	TBD	10			
11	10	TBD	TBD	12	10			
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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><i>Students who are performing at 3<sup>rd</sup> grade reading level or below are pulled from their College Literacy class and/or their Advisory class for very small group and individualized reading using the Rewards Reading Program. This program is designed to advance student reading levels through a phonics based approach that integrates writing and content area work.</i></p>
<p><b>Mathematics:</b></p>	<p><i>Students who need additional support in math are pulled during advisory or come for after school tutoring. We are also offering after school Regents Prep/Credit Recovery for student who failed either the course or the Regents.</i></p>
<p><b>Science:</b></p>	<p><i>We are offering after school Regents Prep/Credit Recovery for students who failed the Living Environment Regents or failed the Living Environment class.</i></p>
<p><b>Social Studies:</b></p>	<p><i>Students in need of additional support come to after school tutoring We are offering after school Regents Prep/Credit Recovery for Global Studies for our 11<sup>th</sup> grade students who are taking the exam in January and/or June and for whom this additional preparation will greatly assist in their understanding of the material and improve their Regents scores.</i></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><i>Students who are mandated for counseling services see the guidance counselor for individual and/or group counseling. These sessions focus on what students need to do to succeed in their academic pursuits and to graduate on time from high school.</i></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><i>The social worker at our school works for the RAPP program and works with students from ACE Monday through Thursday from 8-3. She is available for crisis intervention, works with students on an individual basis, and works with groups of students on issues that affect teens lives.</i></p>
<p><b>At-risk Health-related Services:</b></p>	<p></p>

**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.

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

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

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

**Section I. Student and School Information**

**Grade Level(s) 9-11 Number of Students to be Served: LEP   12   Non LEP**

**Number of Teachers \_\_\_\_\_ Other Staff (Specify)   1 ELA teacher**

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Prm Narrative**

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

provider and qualifications.

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*ACE has 12 students classified as English Language Learner. There are 8 ninth graders, 3 tenth graders and 1 11<sup>th</sup> grader. Of the 12 students 6 are either new to the country or have very limited English language skills. Presently we are servicing 5 students 55 minutes per day, and one student 110 minutes per day. We are currently seeking a certified ESL teacher full time in order to service the other 6 students who are either intermediate or advanced ESL students.*

*Students receive intensive instruction using the Rosetta Stone software language acquisition program. One student uses a personal computer throughout the day that enables him to translate written material. All students have bi-lingual dictionaries that help them to learn content level vocabulary words throughout the day.*

*The ESL teacher works with the students on their content material supporting their academics through one-to-one tutoring. She also works with teachers to modify their assignments to give them greater access to the work and assist in their completion of projects.*

*Once we hire a full time ESL teacher we will be able to provide all of the students with the mandated hours of ESL instruction while we continue to support them with the Rosetta Stone language program.*

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

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*The teacher currently working with our ESL students is our ELA teacher. She has worked as an English teacher for 3 years and is fluent in both French and Spanish. She is trained on the Rosetta Stone and has worked extensively with all of our students and with their teachers to identify key skills that students must learn in order to be successful. She will be working in this capacity until we hire a full time ESL teacher and will be sent to trainings as they become available.*

**Section III. Title III Budget**

School: ACE (18K637) BEDS Code: 331800011637

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>		

<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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

*Based on our Home Language Survey and phone communication with parents (via student advisors) we have ascertained that translation services are needed for 8 families whose home language range from French Creole to Spanish to Arabic.*

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.

*Based on the above, we determined that we need to provide written communication to parents in their native language and an available staff member or other designated person to translate during parent conferences.*

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

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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.

*ACE will provide translation services using in-house staff for translation of written communications, as well as in-house staff for verbal communication. We have personnel who speak Creole, Spanish, and Arabic, so all of the families in need of translation services can be serviced as needed.*

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.

See above.

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>.

Letter will be sent via mail for all identified families, in their designated language no later than November 15, 2010

## 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:	142,570.00	33,719.00	180,289.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,425	337.00	1,762.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,128	*	7,128.00
4. Enter the anticipated 10% set-aside for Professional Development:	14,260	*	14,260

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **ACE PARENT INVOLVEMENT POLICY AND PARENT COMPACT PLAN**

### **PARENT INVOLVEMENT PLAN**

**The Academy for Conservation and the Environment agrees to implement the following statutory requirements:**

- *The school will put into effect programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with consultation with parents of participating children.*
- *In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, in a language parents understand.*
- *The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement are spent.*
- *The school will carry out programs, activities and procedure in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning that parents are encouraged to be actively involved in their child’s education at school; that parents are partners in their child’s education and are included in decision-making advisory committees to*

assist in the education of their child; **and** the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

***SPECIFICALLY ACE will plan:***

*Workshops for all parents of Title 1 affected students regarding:*

- *College readiness;*
- *Academic enrichment*
- *On-line reading and math programs that students can access from home or library*
- *Extracurricular tutoring and other programs available to their children at ACE during the school year and throughout the summer, and*
- *College application process;*

*Parents will also receive a survey about workshops that they would like the school to provide. Based on the responses from this survey the ACE staff will develop materials and facilitate these workshops, or invite speakers and consultants where needed to address parents concerns.*

*Information about these workshops will be distributed monthly via the ACE newsletter.*

## **2. ACE SCHOOL COMPACT**

*The Academy for Conservation and the Environment agrees to implement the following action plan to assist parents, the entire school staff, and students in their responsibility for 1) improved student academic achievement 2) building a strong partnership with parents to help their children achieve the State's and ACE's high standards and 3) to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:*

- *Involve parents in discussions regarding the Parental Involvement Plan at all PTA meetings.*
- *Encourage parent members of the school leadership team to actively participate in the annual Quality Review ;*
- *Utilize data from parent surveys to assess and inform school policies and programs.*

*ACE will conduct, with the involvement of parents, an annual evaluation of the Title I, Part A program's efficacy and to identify ongoing barriers to greater participation by parents in parental involvement activities The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise and refine its parental involvement policies. **This** evaluation will be conducted at the spring PTA meetings but will also be mailed to all parents and caretakers. The survey will be the responsibility of the Assistant Principal along with members of the PTA Executive board. They will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, guidance services, academic intervention services, the extended day program, and teacher satisfaction.*

*ACE will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community (to the extent possible) to improve student academic achievement. The school will provide assistance to parents of children served by the school, in understanding topics such as the following, by undertaking the action described in this paragraph: The State's academic content standards; the State's academic achievement standards.; the State's and city academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.*

*The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing parents with;*

- *workshops and courses dealing with computer training.*
- *Literacy workshops and meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners.*

*ACE will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:*

- *Providing teachers and guidance staff with professional development regarding the most effective techniques in involving parents through respectful conversations;*
- *Providing teachers with easy access to phone messenger automated system to allow teachers to communicate with parents regularly;*
- **Providing** *breakfast meets and greets and cultural celebrations and events.*

*The school will ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand by providing parents and caretakers native language letters of school events.*

### **Part III: DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA: Other activities may include: providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

### **ADOPTION**

This policy was adopted by Academy for Conservation and the Environment and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010

Michelle Ashkin, Principal  
Academy for Conservation and the Environment  
Department of Education of the City of New York

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

## Section I: Schoolwide Program (SWP) Required Components

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

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

3. Instruction by highly qualified staff.

*All ACE staff is highly qualified.*

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

*Professional development at ACE is ongoing (twice weekly) and very intensive. We are working specifically on developing critical thinking skills in our students, though implementation in every classroom and by every teacher of the ACE Habits of Mind Framework, a framework that is aligned with the principals of learning, the State Common Core Standards, and the ISA principles. Work focus's on looking for evidence in student work of these Habits of Mind (Question, Understanding, Evidence, Sustainability, and Thinking) utilizing the rubrics we designed. In addition, we have implemented a College Literacy class for all students in the school. This is a major initiative at ACE, and requires additional training in literacy for all content area teachers.*

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

*At ACE we have developed a comprehensive and highly selective interview process. Prospective teachers must go through several interview processes as well as provide a demonstration lesson for a class of students with at least three teachers observing the lesson. All teachers are screened first through their resume and cover letter, then through an informal phone conversation, and a combined demonstration lesson and follow up interview.*

*Student and teacher feedback are used to determine which candidates will be offered position. For those candidates, the administration calls references and, if they are teachers already in the system, checks with human resources to ensure that teachers were not previously given U ratings or discontinued from a previous board of education position.*

*Given our out of the way location it is imperative that we reach out to universities and colleagues who are knowledgeable about our program. The collaborative and professional culture we have created and continue to develop at ACE attracts teachers who are dedicated, talented and of very high caliber. We will expand our efforts this year advertising in the NYT, and by attending all fairs*

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

See above.

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

N/A

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

*During our grade team and subject team meetings ACE staff discuss student progress, special accommodations for students with special needs, identify areas of continued need, opportunities for credit recovery, and other factors that assess overall performance. Where needs are identified that are not being addressed, the administration works with the appropriate staff members in committee to address and rectify the concerns. We are currently working on addressing the most pressing academic and social emotional needs of our most at-risk students, and developing a more comprehensive plan to support and facilitated student success. This plan will go into effect no later than November 15, 2011 and will include every aspect of support and accountability of parent, students, teachers, and administration in bolstering the success of each of these at-risk students.*

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

*Many of our special needs students are at-risk as a result of their low reading levels. To address this very significant impediment to their success and graduation from high school, ACE has implemented a school wide College Literacy class specifically designed to improve students' reading ability in both fiction and non-fiction texts. This program includes the use of the research based on-line reading program*

*Achieve 3000 for students reading at or above a fourth grade reading level (this program is designed to advance even the highest reading levels), independent reading with guided reading instruction, small group instruction focusing on specific reading strategies, and a literacy*

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

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

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



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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Academy for Conservation and the Environment						
<b>District:</b>	18	<b>DBN:</b>	18K637	<b>School</b>		331800011637	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			84.3	82.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			82.5	85.3
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			83.6	78.5
Grade 8	0	0	0				
Grade 9	60	73	87				
Grade 10	0	57	68				
Grade 11	0	0	32			3	4
Grade 12	0	0	0				
Ungraded	1	0	0				
<b>Total</b>	<b>61</b>	<b>130</b>	<b>187</b>			<b>1</b>	<b>1</b>

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		24	33
# in Collaborative Team Teaching (CTT) Classes	10	28	39	Superintendent Suspensions		1	6
Number all others	8	0	1				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	2	0	TBD
# ELLs with IEPs	2	0	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers		5	12
Number of Administrators and Other Professionals		3	5
Number of Educational Paraprofessionals		0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	14	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		0.0	16.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		80.0	66.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers		100.0	85.7
Black or African American	80.3	75.4	85.0				
Hispanic or Latino	14.8	16.9	11.8				
Asian or Native Hawaiian/Other Pacific	1.6	3.1	1.6				
White	3.3	0.8	1.6				
<b>Male</b>	54.1	51.5	50.3				
<b>Female</b>	45.9	48.5	49.7				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>			<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR		<b>Overall Evaluation:</b>			NR
<b>Overall Score:</b>			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			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:						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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Education



## 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:	142,570.00	33,719.00	180,289.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,425	337.00	1,762.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,128	*	7,128.00
4. Enter the anticipated 10% set-aside for Professional Development:	14,260	*	14,260

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **ACE PARENT INVOLVEMENT POLICY AND PARENT COMPACT PLAN**

### **PARENT INVOLVEMENT PLAN**

**The Academy for Conservation and the Environment agrees to implement the following statutory requirements:**

- The school will put into effect programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with consultation with parents of participating children.*
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, in a language parents understand.*
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement are spent.*
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning that parents are encouraged to be actively involved in their child’s education at school; that parents are partners in their child’s education and are included in decision-making advisory committees to*

assist in the education of their child; **and** the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

***SPECIFICALLY ACE will plan:***

*Workshops for all parents of Title 1 affected students regarding:*

- *College readiness;*
- *Academic enrichment*
- *On-line reading and math programs that students can access from home or library*
- *Extracurricular tutoring and other programs available to their children at ACE during the school year and throughout the summer, and*
- *College application process;*

*Parents will also receive a survey about workshops that they would like the school to provide. Based on the responses from this survey the ACE staff will develop materials and facilitate these workshops, or invite speakers and consultants where needed to address parents concerns.*

*Information about these workshops will be distributed monthly via the ACE newsletter.*

## **2. ACE SCHOOL COMPACT**

*The Academy for Conservation and the Environment agrees to implement the following action plan to assist parents, the entire school staff, and students in their responsibility for 1) improved student academic achievement 2) building a strong partnership with parents to help their children achieve the State's and ACE's high standards and 3) to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:*

- *Involve parents in discussions regarding the Parental Involvement Plan at all PTA meetings.*
- *Encourage parent members of the school leadership team to actively participate in the annual Quality Review ;*
- *Utilize data from parent surveys to assess and inform school policies and programs.*

*ACE will conduct, with the involvement of parents, an annual evaluation of the Title I, Part A program's efficacy and to identify ongoing barriers to greater participation by parents in parental involvement activities The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise and refine its parental involvement policies. **This** evaluation will be conducted at the spring PTA meetings but will also be mailed to all parents and caretakers. The survey will be the responsibility of the Assistant Principal along with members of the PTA Executive board. They will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, guidance services, academic intervention services, the extended day program, and teacher satisfaction.*

*ACE will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community (to the extent possible) to improve student academic achievement. The school will provide assistance to parents of children served by the school, in understanding topics such as the following, by undertaking the action described in this paragraph: The State's academic content standards; the State's academic achievement standards.; the State's and city academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.*

*The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing parents with;*

- *workshops and courses dealing with computer training.*
- *Literacy workshops and meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners.*

*ACE will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:*

- *Providing teachers and guidance staff with professional development regarding the most effective techniques in involving parents through respectful conversations;*
- *Providing teachers with easy access to phone messenger automated system to allow teachers to communicate with parents regularly;*
- **Providing** *breakfast meets and greets and cultural celebrations and events.*

*The school will ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand by providing parents and caretakers native language letters of school events.*

### **Part III: DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA: Other activities may include: providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

### **ADOPTION**

This policy was adopted by Academy for Conservation and the Environment and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010

Michelle Ashkin, Principal  
Academy for Conservation and the Environment  
Department of Education of the City of New York

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

## Section I: Schoolwide Program (SWP) Required Components

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

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

3. Instruction by highly qualified staff.

*All ACE staff is highly qualified.*

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

*Professional development at ACE is ongoing (twice weekly) and very intensive. We are working specifically on developing critical thinking skills in our students, though implementation in every classroom and by every teacher of the ACE Habits of Mind Framework, a framework that is aligned with the principals of learning, the State Common Core Standards, and the ISA principles. Work focus's on looking for evidence in student work of these Habits of Mind (Question, Understanding, Evidence, Sustainability, and Thinking) utilizing the rubrics we designed. In addition, we have implemented a College Literacy class for all students in the school. This is a major initiative at ACE, and requires additional training in literacy for all content area teachers.*

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

*At ACE we have developed a comprehensive and highly selective interview process. Prospective teachers must go through several interview processes as well as provide a demonstration lesson for a class of students with at least three teachers observing the lesson. All teachers are screened first through their resume and cover letter, then through an informal phone conversation, and a combined demonstration lesson and follow up interview.*

*Student and teacher feedback are used to determine which candidates will be offered position. For those candidates, the administration calls references and, if they are teachers already in the system, checks with human resources to ensure that teachers were not previously given U ratings or discontinued from a previous board of education position.*

*Given our out of the way location it is imperative that we reach out to universities and colleagues who are knowledgeable about our program. The collaborative and professional culture we have created and continue to develop at ACE attracts teachers who are dedicated, talented and of very high caliber. We will expand our efforts this year advertising in the NYT, and by attending all fairs*

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

See above.

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

N/A

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

*During our grade team and subject team meetings ACE staff discuss student progress, special accommodations for students with special needs, identify areas of continued need, opportunities for credit recovery, and other factors that assess overall performance. Where needs are identified that are not being addressed, the administration works with the appropriate staff members in committee to address and rectify the concerns. We are currently working on addressing the most pressing academic and social emotional needs of our most at-risk students, and developing a more comprehensive plan to support and facilitated student success. This plan will go into effect no later than November 15, 2011 and will include every aspect of support and accountability of parent, students, teachers, and administration in bolstering the success of each of these at-risk students.*

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

*Many of our special needs students are at-risk as a result of their low reading levels. To address this very significant impediment to their success and graduation from high school, ACE has implemented a school wide College Literacy class specifically designed to improve students' reading ability in both fiction and non-fiction texts. This program includes the use of the research based on-line reading program*

*Achieve 3000 for students reading at or above a fourth grade reading level (this program is designed to advance even the highest reading levels), independent reading with guided reading instruction, small group instruction focusing on specific reading strategies, and a literacy*

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

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>4</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>5</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X				X	2,3,4
Title I, Part A (ARRA)	Federal	X				X	2.3.4
Title II, Part A	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

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



## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>6</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**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 <b>Byam Network 404</b>	District <b>18</b>	School Number <b>637</b>	School Name <b>Highschool</b>
Principal <b>Michelle Ashkin</b>		Assistant Principal <b>Jay Chase</b>	
Coach		Coach	
Teacher/Subject Area <b>Jill Pierce/ELA</b>		Guidance Counselor <b>Obama Mustafa</b>	
Teacher/Subject Area <b>Alyssa Piksner ESL</b>		Parent	
Teacher/Subject Area <b>type here</b>		Parent Coordinator	
Related Service Provider		Other <b>type here</b>	
Network Leader <b>Terry Byam</b>		Other <b>Network support: Malika Bibbs</b>	

### 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	1
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	1

### C. School Demographics

Total Number of Students in School	188	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	6.38%
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## Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1) Every year we send out Home Language Surveys to all of our incoming class of 9<sup>th</sup> graders and to other newly admitted students. Where applicable students are then designated as eligible for LAB-R which we administer immediately. We also run the RLER report that shows us which students are currently eligible to take the NYSESLAT and which students are currently eligible for the LAB-R and who may not have received the test previously. In the Spring we administer the NYSESLAT to those students eligible to sit for this exam.

At the beginning of the year we did not have a certified ESL teacher to administer the Lab-R. A trained and highly competent and experienced ELA teacher administered the test to our students. We now share an ESL teacher within the complex who administers and grades the exams and have just hired a certified ESL teacher.

2) When students come to our school the family meets with the guidance counselor who informs them of the programs available for their youngsters. This occurs when the child is first enrolled in our school.

3) We distribute the survey to parents through the mail. Parents are encouraged to complete the complete and submit the survey when they enroll their child in the school.

4) The ESL students that we serve come from many countries and speak a variety of languages. We serve all of our students through a Freestanding ESL program. Parents or caretakers agree to this instructional model when students are enrolled in our school. If parents are unable to communicate in English we provide a translator to assist with communications. When necessary, we provide written communication in the child's native language.

5) We are a relatively new school and until this year had a small cohort of ESL students who had come to us after many years in NYC public schools that offered Freestanding ESL programs. Parents of these students did not request any other program. As our population of ESL students grows we will be able to track the data of our newly arrived students and identify patterns that reflect the program that parents and caretakers most desire.

6) Parents and caretakers are apprised of the program at our school. Based on our intake interview this program is aligned to the program they desire for their youngsters.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0	0	0
<b>Freestanding ESL</b>														

Self-Contained											3	1	0	0	4
Push-In											0	0	0	0	2
<b>Total</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>6</b>									

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	0	0	4	0	3	4	0	2	12
<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>12</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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

	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs) 9-12</b>												
<b>Number of ELLs by Grade in Each Language Group</b>												
	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>			
	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

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

## 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.

Paste response to questions 1-4 here

- 1) Our beginner students have three 55 minutes periods per day of pull out. Two of those periods they work with the ELA teacher on reading, writing, and vocabulary. One period of the day they go to the shared ESL teacher and work on projects that integrate materials from their content courses.
- 2) We currently serve our beginner students as indicated above. All students of every level receive additional support in their College Literacy class.
- 3) The shared ESL teacher collects materials from the content teachers in order to assist beginner students with the concepts and vocabulary in their classes. The ESL students also attend after school tutoring. As we develop our program, our newly hired ESL teacher will work collaboratively with grade teams during common planning meetings to discuss and implement the most effective strategies for incorporating content material into their ESL instruction. All ESL instruction is delivered in English.
- 4a) N/A
- 4b) In addition to push-in and pull out services our new ELL students will receive additional support after school from a certified ESL teacher. We will also expand the Rosetta Stone language program, build our library of ESL materials, and ensure that the ESL and ELA teachers work together to develop the skills and knowledge necessary to reach higher levels of proficiency on these exams.
- 4c) These students will receive push in services with a certified ESL teacher, continue practice on more advanced Roseatta Stone programs, and continue with the College Literacy program and the Achieve 3000 programs.
- 4d) We will determine what program best suits the needs of these students by assessing their individual skills and provide them with instruction accordingly. Students will most likely continue with a modified version of the plan outlined above for students in the 4-6 year category. This will be based solely on their individual needs and levels of proficiency in the various modalities.
- 5) Special needs students are enrolled in CTT classes and receive push in or pull out services as described above. In addition to these services they are allowed additional time or alternative settings or tests, as per their IEP's.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



## 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?

Paste response to questions 5-14 here

5. During the school day: We utilize a push in, and pull-out model across all grades to provide ELL services during the school day. Beginner students also receive a period a day of pull-out support and all 9th grade ELLs receive a period of writing instruction a day. We also provide small group instruction focusing on math, science, and social studies.
6. At the present we do not have any former ELLs. When we do, they will receive testing modifications. They will also be in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they would still be in the classroom.
7. We are exploring the idea of an after school program to extend service all ELLs. In this additional time each day, additional support will be provided with a focus on the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). We are also committed to purchasing more instructional materials and technology to support all of our ELLs.
8. None
9. ELL students in each grade receive services in a general education setting with heterogeneous classes. All student, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer, such as Caribbean Club and Music Club.
10. We have purchased Rosetta Stone software and corresponding computers for the exclusive use of our ELLs.
11. In our model, ELL students' native language skills are strengthened through thematic units with in general education classrooms.
12. Yes, they do.
13. Our school holds orientation for all new students during the summer. We explain to ELLs the programs that are offered, they are able to meet and greet their teachers and take a tour of the building, and answer any questions that ELLs and parents may have.
14. Currently Spanish is the only language elective offered to ELLs.

## 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

1. N/A
2. N/A

- 3. N/A
- 4. N/A
- 5. N/A

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Professional development is provided by school staff, school consultants, and other support organizations during common planning time, weekly grade team meetings, and weekly PD meetings. Off-site professional development opportunities are also offered to teachers when applicable. Our school is structured into instructional teams and all teachers have common planning as their circular six assignments. The ELL teacher will meet with general education teachers to infuse strategies that will support ELL students into daily instruction for each class.
2. We provide professional development on ELLs provided by the Administrative Team during our August and September whole staff meeting sessions prior to the start of the new school year.
3. These minimums requirements are met as described above in question #1.

### 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?

Paste response to questions 1-4 here

1. We continue to reach out to our parents to expand participation in our parent association and expand participation in our S.L.T. and parent association workshops. The parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. Our school is planning a series of monthly workshops regarding a variety of topics that would be of interest to ELL parents such as, citizenship, the rights of ELL parents and students, understanding ELL educational goals, parent resources on ARIS and academic interventions ELL parents can provide at home.
2. Our school provides information about services at outside facilities for ELL parents. Our school has established partnership with C.B.O.s such as CAMBA and Good Shepherd Services. We encouraged the parents to take advantage of these resources.
3. We evaluate the needs of parents by conducting surveys as well as conducting information discussions at P.T.A. meetings and making phone calls.
4. Our parental involvement activities are directly based on feedback from parents. From the topics of the parent work shops to the call for after school support for students, we listen to what our ELL community wants and needs and strive to provide them with these services.

## 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)										4	0	0		4
Intermediate(I)										3	1	1		5
Advanced (A)										1	2			3
Total	0	0	0	0	0	0	0	0	0	8	3	1	0	12

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	4	3	3	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1	1	1	0
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)								

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

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

Paste response to questions 1-6 here

1) All of our students take the Fall DYO assessments in English Language Arts. Based on these assessments we are able to assess the writing skills of our students in English. All students are enrolled in a College Literacy class, that, amongst other things, offers students practice in reading, writing, and interpreting information using the REWARDS program. To begin this program at the appropriate level, students must complete an initial assessment that provides us with baseline data regarding their ability to read and understand non-fiction writing, and which we then use to help guide further instruction and develop differentiated materials. In addition, we use the Rosetta Stone program which provides data on student progress on an ongoing basis.

2) The most apparent pattern is that students can understand (verbally) and speak English with much greater proficiency than they can read or write.

3) This provides important information for us in terms of how we work with our students and the type of instruction that we provide. We stress reading and writing throughout the curriculum, and all students get additional practice in these areas when they work one-to-one with their pull-out ELA instructor and in their literacy class. We are in the process of purchasing an ESL library with reading material in a variety of topics of interest to our population in order to encourage students to read independently.

4) As students spend more time in our school and participate in our programs their English proficiency improves. We provide students with tests in English, and where possible in their native language (such as French or Creole, or Spanish) or with assisted translation.

5a) N/A

5b) N/A

5c) N/A

6) We examine the results of our NYSESLAT and our Spring DYO assessments to determine progress in the different areas. We also look at which classes students are able to achieve highest proficiency in order to determine which teachers are most effective with our ESL students and what strategies seem to be most effective in assisting this population of students with their understanding of information.

**Additional Information**

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

## Part VI: LAP Assurances

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

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