Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : ACADEMY FOR CONSERVATION AND THE ENVIRONMENT (A.C.E.)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K637

PRINCIPAL: EUGENE M. MAZZOLA EMAIL: EMAZZOL@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mr. Eugene M. Mazzola	*Principal	
Ms. Jennifer Thomas	*UFT Chapter Leader	
Ms. Ingrid Francis	*PTA Co-President	
Ms. Sybil Girard	Member/ CSA	
Mr. Steve Krzyzanowski	Member/ UFT	
Ms. Jill Pierce	Member/UFT	
Ms. Danielle Fridtrom	Member/UFT	
Mr. Shomari Akil	Member/UFT	
Ms. Margie Winckler	*PTA Co-President	
Ms. Christina Mohamed	Member/Parent	
Ms. Pamela Lide	Member/Parent	
Mr. Joseph Marshall	Member/Parent	
Ms. Patrice Judge	Member/Parent	
Mr. Gary Jules	Member/Parent	
Ms. Kahandie Eliott	Student Representative	
Ms. Teshana Smith	Student Representative	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the number of 3rd year students earning 10+credits from 68.5% to 73.5% by June 2012 as measured by the New York City Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After analyzing the New York City progress report for the school year 2010 – 2011 it was determined that students in their 3rd year decreased in credit accumulation. As a result we decided to focus on credit accumulation specifically for students in their third year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Strategy / Activity

1) Through the use of the APEX online learning system targeted 3rd year students will have the opportunity to receive credit recovery in classes in which they were not previously successful. Three program coordinators will receive professional development on the use of the program as well as which students are eligible for the program. The school administrative team will work closely with teachers on selecting students for the program and advertising the program throughout the school community. Implementation will be on going from October 2011 through May 2012.

2) Through the use of common planning time students will have the opportunity to receive tutoring in all subjects twice a week during their lunch period. All teachers will hold tutoring sessions during student lunch period in their respective subject area. Teachers will be given the opportunity to invite students to tutoring as an anecdotal to classroom performance. Implementation will begin September 2011 and continue through June 2012.

3) Through the use of the 37 ½ minute extended day program students will have the opportunity to receive tutoring in all subjects Monday through Thursday every week. All teachers will hold tutoring sessions in their respective subject area. School administration will assign teachers a maximum of 10 students, which will focus on 3rd year students that still need to pass a regents exam as well as students that may be struggling. Teachers will be given the opportunity to invite other students to their sessions as they see fit, and may make it mandatory for students with parent permission. Implementation will begin September 2011 and continue through June 2012.

Targeted Population(s): All 3rd year students.
Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, Teachers, Inquiry Team, and Teacher Team leaders
Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

  - The guidance counselor will hold parent meetings and workshops that focus on student transcripts and the importance of the 3rd year of high school.
  - The parent coordinator will act as a conduit between teacher and parents to insure parents receive the necessary information regarding the availability of tutoring and credit recovery opportunities.
  - Certain school staff will be available for translation services in Spanish and Haitian – Creole so that parents can be properly informed.
  - Parents will be trained on how to use ARIS parent link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative team regularly attends hiring fairs to identify and recruit highly-qualified teachers specifically for the 11th grade.
  - The school secretary will work closely with the network human resources point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.
  - Mentors are assigned to support struggling and un-qualified teachers as well as teachers in their first year of teaching.
  - School Administration will work to develop a partnership with CUNY colleges to support their student teachers and work toward possible recruitment.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - A partnership was formed between the school and CAMBA which provides the school with a full time social worker that will counsel student on relationship abuse and effectively reduce the number of students missing class because of issues with fellow students.
  - A partnership with ISA allows for the training and implementation of instructional strategies that will aid and improve the teaching practice of all teachers.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

  As a title I Schoolwide program school, conceptual consolidation will allow us to combine federal and local funds such as fair student funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:
  - Program coordinators (3) Per Session (4 Days per week)
  - Professional instructional materials to support the APEX program
  - Professional development for program coordinators.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August, 2012, 75% of the students in Cohort N will have completed all of their requirements for graduation as measured by the New York City Progress report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As a school in our fourth year of existence this will be our first graduating class. Review of the current Graduation tracker shows 42 students on track for graduation with credits and 32 in terms of regents. In a cohort of 69 students we feel that we can have 75% (52) of them graduated by August 2012.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) staff and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.

Activity # 1:

The school has adopted a variety of research-based programs that are vertically and horizontally aligned with CCLS and NYS Standards.
APEX Learning provides increased opportunity for under credited, academically challenged, and advanced students to complete courses through an alternative pathway. The program allows individual students opportunities to recover credits and to graduate in 4-years through a rigorous curriculum aligned with the CCLS and the NYS Standards. The program supports varying levels of student readiness through digital curricula along multiple course pathways, including core competency, honors, advanced pathways, and exam prep courses.
Targeted Population(s): Cohort N (n = 69)
Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, Teachers, Inquiry Team, and Teacher Team leaders
Implementation Timeline: September 2011 through May 2012

Activity # 2:

Professional development efforts to improve instruction:

- Teachers self-assess on selected components of a research-based rubric.

- Professional development committee develops and implements a coherent PD plan for teachers that integrate the selected components of a research-based rubric through Thursday common planning time PD.
- School leaders set up and follow a schedule for teacher observation and feedback using the Danielson rubric. The discussion and implementation of PD are ongoing.
- Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.
- Teacher self-assessments on selected components of in the Danielson rubric.

Targeted Population(s): Teachers (n – 19)
Responsible Staff Members: Principal, Assistant Principal, ISA Coach, Guidance Counselor, Teachers, Inquiry Team, and Teacher Team leaders
Implementation Timeline: September 2011 through May 2012

Activity # 3:
Student Outreach

- Cohort N students are offered tutoring, credit recovery through Online Learning (APEX), Saturday Regents preparation classes.
- Students were identified at the beginning of the year as at-risk were placed in after school 37 ½ minute tutoring classes. This opportunity provides academic and social intervention to address students' specific needs.
- Students who are falling behind are regularly monitored by the principal, AP, Teacher Team Leaders, and Guidance Counselor during scheduled CPT meetings. Academic intervention plans, where applicable, were developed and implemented for each individual student or group of students. Immediate and targeted follow-up will be conducted by guidance counselor and/or other designated staff

Targeted Population(s): Cohort N (n – 72)
Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, Teachers, Inquiry Team, and Teacher Team leaders
Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Learning Environment Survey administered and collected yearly
- Parent engagement events such as Senior Parent Night, Open School Night/Day, and Parent college application night.
- Safety Meetings
- Parent coordinator to coordinate efforts and communication between parents, students and staff
- Monthly parent newsletters at the school
- Parent Teacher Association Meetings
- ARIS parent link Night held once each semester to assist parents in understanding and accessing student data
- Advertise monthly events and successes in student online newsletter.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers
- AP works closely with CFN 404, ISA, and DOE Personnel to ensure that non-HQT meet all require documentation and assessment deadline.
- Mentors are assigned to support new and challenged teachers
- School Administration will work to develop a partnership with CUNY colleges to support their student teachers and work toward possible recruitment.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

  - A partnership was formed between the school and CAMBA which provides the school with a full time social worker that will counsel student on relationship abuse and effectively reduce the number of students missing class because of issues with fellow students.
  - A partnership with ISA allows for the training and implementation of instructional strategies that will aid and improve the teaching practice of all teachers.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- As a Title I Schoolwide Program school, conceptual consolidation will allow us combined Federal and Local funds, such as, Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action from Sept 2011 to June 2012 as indicated below.
- Supervisor per session (2 days per week)
- Professional instructional materials (i.e., Smartboards, Projectors, Laptops, instructional software) to support curriculum development during regular school day.
- Teacher per session (daily)

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To measurably improve by five percentage points the passing rate on all Regents exams by June/August 2012 as measured by STARS Scholarship Reports

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After review of regents passing statistics for the previous school year 2010 – 2011 through the NYC Progress Report and STARS, it was determined that an overall increase was needed in all regents statistics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Activity # 1

Increase student achievement on State Exams:

- Through the use of our ISA coach, teachers will be trained on the development of regents preparation classes.
- Regents preparation classes will be offered the last 2 months of each semester on Saturdays and after school.
- An item analysis will be conducted for regents exams of students who had taken the regents in June 2011 to pinpoint areas of need for individual students as well as target learning trends.
- Through the design and implementation of curricular maps in all disciplines that are vertically and horizontally aligned to CCLS and NYS Standards, it will better prepare our students for the rigors of the regents exams.
- In order to assist our ELL population we will use regents review materials in the child's home language as well as use English translation dictionaries in Spanish and Haitian – Creole to better assist them when learning the material.

Targeted Population(s): All Students

Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, Teachers, Inquiry Team, and Teacher Team leaders

Implementation Timeline: September 2011 through June 2012

Activity # 2:

Targeted Academic and Guidance Intervention Services: in order to increase the passing percentage on the Regents exams for all students and this includes English Language Learners (ELL), Student With Disabilities (SWD) and other subgroups of students, we are implementing the following measures:

- AM/PM Tutoring
- Saturday Enrichment
- Assisted Classes
- One-on-one and/or group Guidance Conferences

Targeted Population(s): All Students

Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, Attendance Teacher, Teachers, Inquiry Team, and Teacher Team leaders

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Learning Environment Survey administered and collected yearly

- Parent engagement events such as Senior Parent night, College Application night, Open School Night/Day
- Safety Meetings
- Parent Coordinator to coordinate efforts and communication between parents, students, and staff
- Monthly newsletters
- Parent Teacher Association Meetings
- Progress reports sent home once per marking period.
- Data Night held once semester to assist parents in understanding and accessing student data, through ARIS Parent link.
- Advertise monthly events and successes in student online newsletter.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers
- AP works closely with CFN 404, ISA, and DOE Personnel to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support new and challenged teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The school is using several instructional programs to support student development, such as: After School Tutoring Program, Saturday Enrichment, and regents prep, and AM/PM AIS support services.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

  As a Title I Schoolwide Program school, conceptual consolidation will allow us combined Federal and Local funds, such as, Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action from Sept 2011 to June 2012.
- Through our partnership with ISA, we have received funding to support our work in developing highly qualified teachers with rigorous professional development
- Also through our partnership with ISA funding was made available to implement our Saturday and after school programs.
- Supervisor per session (2 days per week)
- Professional instructional materials (i.e., Dictionaries, Smartboards, Projectors, Laptops, instructional software) to support curriculum development during regular school day.
- Teacher per session (daily and on Saturdays)

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012 60% of all graduating seniors will have been accepted into a 2 or 4 year college as measured by ATS and the NYC progress report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As a school in its fourth year of existence and having our first graduating class in the Spring of 2012, and as a new indicator on the NYC progress report this year, it was determined by the leadership team to focus on college acceptance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) staff and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.

Strategy / Activity

1) Through the use of the college advisor and the advisory program students will be exposed to colleges and the college application process from grades 9 – 12. Implementation will be on-going from October 2011 through May 2012.
2) The college advisor will plan and implement college application family nights in both the fall and spring semester to better inform the parents about the process that students must go through when applying to college. Implementation will take place in December 2011 and April 2012.
3) The guidance counselor will plan and implement financial aid family nights in both the fall and spring semester to better inform the parents about how they can receive funding to ensure their child can go to college. Implementation will take place in December 2011 and April 2012.
4) SAT preparation will take place in all English and Math classes on a regular basis as well as through the use of an outside vendor (TBA) to provide Saturday SAT preparation classes to target students who are scheduled to take the SAT in the near future. Implementation will be ongoing from September 2011 through June 2012.
5) The college advisor will work with the campus to develop and implement a campus wide college fair in the spring of 2012.

Targeted Population(s): All Students
Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, College Advisor Teachers, Advisory Teachers, and Teacher Team leaders
Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

    - The guidance counselor will hold parent meetings and workshops that focus on student transcripts and the importance of high school.
    - The parent coordinator will act as a conduit between teacher and parents to insure parents receive the necessary information regarding the availability of college counseling and school college events.
    - Certain school staff will be available for translation services in Spanish and Haitian – Creole so that parents can be properly informed.
    - Parents will be trained on the college application process through college application nights.
    - Parents will be trained on completing the financial aid forms for college.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

    - Administrative team regularly attends hiring fairs to identify and recruit highly-qualified teachers.
    - The school secretary will work closely with the network human resources point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.
    - Mentors are assigned to support struggling and un-qualified teachers as well as teachers in their first year of teaching.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

    - A partnership was formed between the school and CAMBA which provides the school with a full time social worker that will counsel student on relationship abuse and effectively reduce the number of students missing class because of issues with fellow students.
    - A partnership with ISA allows for the training and implementation of instructional strategies that will aid and improve the teaching practice of all teachers.
    - A partnership with an agency (TBD) to provide SAT preparation classes in the fall and the spring.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

    As a title I Schoolwide program school, conceptual consolidation will allow us to combine federal and local funds such as fair student funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

    - College Advisor with a 3 period allowance.
    - Professional instructional materials to support the advisory program.

- Professional development for college advisor and guidance counselor.
- Through our partnership with ISA, we have received funding to support student college trips.
- Through a partnership with Brooklyn College, career days are utilized.
- Utilization of free College Recruiters
- College Advisor per session as needed.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase student attendance rate by 3 percentage points by June 2012 as measured by ATS and the NYC Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In review of attendance data from the school year 2010 – 2011 as well as New York City progress report data, the attendance rate was below that of our peer schools and below citywide standards for high schools.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Activities / Strategies:

1) Attendance Outreach:

- Regular attendance meetings to review student level data regarding attendance as it pertains to each grade level.
- Students with attendance issues will be flagged at school entrance to meet with guidance counselor to discuss barriers to regular school attendance, develop strategies to overcome said barriers, and set personal goals.
- Automated phone calls made through the global connect phone message system for students who are absent or late on a daily basis.
- The school Aid will make daily “live” calls for our most serious offenders.
- Frequent home visits are made by the attendance teacher to address LTA and students with open 407’s.
- Attendance team meets regularly to implement strategies and best practices to improve attendance for students with less than 80% attendance.
- Attendance team closely monitors ATS attendance data and plans strategic next steps to improve attendance at their meetings.

- Attendance team targets different groups of students and uses specific and targeted strategies to get students to attend school regularly. These efforts include parent/student/counselor conferences, where specific attendance goals are identified and specific supports are provided to students to improve their attendance, such as daily progress reports.
- Classroom teachers are held accountable for student attendance in their classes and it is highlighted in observation reports.

Targeted Population(s): All Students
Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, Attendance Teacher, Teachers, and Teacher Team leaders
Implementation Timeline: September 2011 through June 2012

2) Recognition and Celebration of students with improved attendance:

- Monthly attendance incentives will be offered to improve overall student attendance
- Students with perfect attendance, e.g., 90-99% attendance, most improved attendance will be honored.
- Attendance competitions will be planned across all grade levels to motivate students to improve their attendance. Winners will be awarded a variety of incentives

Targeted Population(s): All Students
Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, Attendance Teacher, Teachers, and Teacher Team leaders
Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
    - Parent trainings on how to better motivate their child to come to school.
    - Parent coordinator will act as the conduit between parents and school staff.
    - Parents will be informed via newsletter regarding attendance statistics.
    - Parents will be informed on the use of daily progress reports.
    - Parents will be given input on the selection of attendance incentives.
    - Guidance counselor will ensure parents have access to attendance reports upon request.
    - Through ARIS Parent link parents will be trained on looking up student attendance data.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
    - Administrative team regularly attends hiring fairs to identify and recruit highly-qualified teachers.
    - The school administration will work closely with the network human resources point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.
    - Mentors are assigned to support struggling and un-qualified teachers as well as teachers in their first year of teaching.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Through the use of a Network 404 grant opportunity we were able to purchase the use of Global Connect phone messaging system to assist in contacting student homes in regards to attendance issues.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

  As a title I Schoolwide program school, conceptual consolidation will allow us to combine federal and local funds such as fair student funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

  - A full time guidance counselor.
  - Professional instructional materials to support the advisory program.
  - Professional development for the attendance teacher and guidance counselor.
  - A full time school aid.
  - The use of global connect.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	# 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	12	20	10	12	10	10	15	16
10	15	17	20	18	9	17	21	25
11	18	15	14	25	2	6	20	15
12	13	13	10	35	1	8	16	10

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Tutoring: We provide academic tutoring during lunch and after school. Modified Assessments: We offer differentiated assessments and create personalized projects for students who are chronically absent. Parent Contact: We contact parents of students who are chronically absent, repeatedly late, behavioral issues and cutting class. We also contact parents to notify them of improvements and successes. Technology: We provide laptops to students when it seems appropriate for their needs. We often utilize the computer room to create media-based digital projects and publish writing. Empowerment: Students often have the option to choose a topic, question, or project. By differentiating the students' options, anything they choose will meet their needs and also challenge them. Teacher Consultation: Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful. Student Conference: Teachers meet with students to discuss their progress and often make a contract to help students get on track. Organization Techniques: We help students get organized by helping them sort through papers and create a portfolio and notebook. We sometimes give students a planner to help them keep record of homework, assessments, and projects. All of these strategies are done during class, during lunch tutoring and after school with individual and groups of students.
Mathematics	Tutoring: We provide academic tutoring during lunch and after school. Modified Assessments: We offer differentiated assessments and create personalized projects for students who are chronically absent.

	Parent Contact: We contact parents of students who are chronically absent, repeatedly late, behavioral issues and cutting class. We also contact parents to notify them of improvements and successes. Teacher Consultation: Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful. Student Conference: Teachers meet with students to discuss their progress and often make a contract to help students get on track.
Science	The following are some of the strategies that we use in our Science classes: • preferential seating • extended time on tests (afterschool, before school and during lunch tutoring. • retests (for students willing to come to a minimum 1 tutoring session prior to retest) • highlight or underline important words (on tests, HW, or class work) to scaffold understanding • reading test questions or acting as a scribe for students who struggle with reading/writing • modified tests (shorter or simplified) • translated exams for ELL to use as a reference • pair former ELL with ELL to assist with translations • offered tutoring (after school, before school, during lunch) • additional time to revise lab report/written assignments after feedback • use Google docs to facilitate feedback and revisions • re-teaching/ additional practice in class work • differentiated reading materials • graphic organizers, Cornell notes to scaffold understanding • teach how to annotate text • model read-aloud-think-aloud (have students model-read-aloud-think-aloud • break down multi part questions into separate questions to scaffold understanding • use video clips as well as readings to provide additional entry points to content • provides lists of missing work • emailed make-up work to parent/student • provides packets of missing work for students to make-up • provides progress reports with grades and a list of missing work • calls home for students with attendance issues, in danger of failing. These are done with individual and groups of students.

Social Studies	Students who are currently in 12th grade who still need to pass the Global Studies and US History Regents have been scheduled for after school AIS. These classes focus on skills and content that the students need to be successful on these Regents. In addition, students currently in the 10th grade are scheduled for a second Global Studies class which also helps prepare them to master the skills they need to be successful on the Global Studies Regents. In addition, all students who take a Social Studies class and did not receive 75% mastery are given mastery packets to complete. Students are also placed is homogeneous groups with an excelling student as their group leader. Reading assignments are differentiated and copies of class notes are places around the room to evoke prior knowledge and given to students who have IEPs.
At-risk Services provided by the Guidance Counselor	The Guidance counselor adheres to the following protocol: • Students are classified as academic or behavioral according to their needs. • Individual target goals are developed with each student. • Students receive weekly individual and group counseling according to their classification. • Goals are also developed with each counseling group. • Each marking period we evaluate the progress of the goals with the individual and groups of students and we make appropriate modifications accordingly.
At-risk Services provided by the School Psychologist	The school Psychologist is responsible for the following: • Administering mandated psychological tests to special education students and students who have been referred to receive special education services. • Updates and documentation of all psychological testing are done on SESIS. • Set up an Educational Conference with the parents to discuss the results of psychological tests and recommendations.
At-risk Services provided by the Social Worker	We have a community-based organization called CAMBA. CAMBA is a Brooklyn-based non-profit organization founded in 1977. One of the programs that CAMBA offer our students is the Teen Relationship Abuse Prevention Program (RAPP). The goals of RAPP are: Prevention: increase student awareness of abusive relationship behaviors and providing the ability to develop healthy relationships. Intervention: increase emotional support and stability for at-risk students and those in abusive relationships. Teacher/School Staff Professional Development: improve the ability of teachers and other school staff to identify teen relationship abuse and make appropriate referrals to the RAPP social worker. Community Outreach and Parent Education: increase awareness of abusive teen relationship behaviors outside of school and the community. These goals are fulfilled on a monthly basis through the following activities:

	1. A Three –Session Interactive Course Curriculum: The RAPP social worker facilitates these classrooms lessons where students discuss abusive relationship behaviors, healthy and unhealthy relationships and sexual assault/harassment. 2. Individual counseling/Crisis counseling: The RAPP social worker provides one on one counseling for students who are in abusive relationships, witnessing domestic violence at home, or been a victim of crime. Students may be self referred and/or referred by a staff member. 3. Group counseling: These support students who are in or have experience abusive relationships, or teen dating violence. 4. Teacher and Staff training: The social worker provides presentations and workshops to promote awareness of teen relationship abuse. 5. Parent/Community Outreach: The social worker also does presentations to parents and the PTA to again promote awareness of teen relationship violence. 6. Advocacy and Referral: The RAPP social worker makes a complete assessment of students' needs ensuring that they are indeed appropriate for RAPP services.
At-risk Health-related Services	Health Corps: Founded by Dr. Mehmet Oz in 2003, the HealthCorps program empowers students to become proactive health leaders in their communities and environment. Through education in and out of the classroom through workshops, after school cooking and fitness clubs and health fairs, HealthCorps helps students to learn a holistic approach to health, to discover how to foster a healthy lifestyle including balanced nutrition, fitness and mental resilience.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K–12 Language Allocation Policy
Submission Form
2011–12

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 into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Chris Groll/Terry Byam	District 18	Borough Brooklyn	School Number 637
School Name Academy Conservation and Environment			

B. Language Allocation Policy Team Composition ⓘ

Principal Eugene Mazzola	Assistant Principal Sybil Girard
Coach type here	Coach type here
ESL Teacher Shazia Qureshi	Guidance Counselor Osama Mostafa
Teacher/Subject Area Jill Pierce/ELA	Parent Ingrid Francis
Teacher/Subject Area Steve Krzyzanowski/Global	Parent Coordinator Regina Barber
Related Service Provider type here	Other Kerri Dene Small/US
Network Leader Terry Byam	Other Shazia Qureshi/ESL Coordinator

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0

D. School Demographics

Total number of students in school	263	Total Number of ELLs	23	ELLs as share of total student population (%)	8.75%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Parents of the students being admitted to our school are given the Home Language Identification Survey (HLIS) in the language of their choice by Osama Mostafa, a permanent New York State guidance counselor, who also performs an informal interview in English and Arabic. Ms. Qureshi, the ESL certified teacher and coordinator, who holds a NYS initial certificate for teaching ESL, helps in conducting each informal interview with the newly admitted student and their parent/guardian. Qureshi, the ESL teacher and ESL coordinator present. Our A.P., Sybil Girard is called to assist when the primary language is Haitian-Creole or French. Other staff members assist with Spanish. The NYC DOE translation unit is called to translate using a speaker phone to communicate while the guidance counselor listens. The parents are asked to complete the HLIS. Ms. Qureshi, our state certified ELL teacher and coordinator, is notified that a student whose language is not English has been admitted. In addition, the information from HLIS given to the school secretary who enters the data into ATS. The student is sent to Ms. Qureshi who administers the LAB-R when necessary (within 10 days of the students' enrollment). The LAB-R is used to identify and place new ELLs. It is administered only once to a student to determne his or her eligibility for instructional services for ELLs. Ms. Qureshi is also responsible for submitting the data from the LAB-R. When a student is a Spanish speaker, the Spanish LAB-R is administered by the Spanish teacher. Ms. Qureshi uses the scoring mask to determine whether the student is beginning, intermediate, advanced, or proficient. Ms. Girard, Assistant Principal, supervises all of Ms. Qureshi's work. As a

back up to make sure all students' Home language information is entered and accurate, Ms. Qureshi examines the RHLA report to make sure all information in ATS is accurate and has changes made when necessary. In addition, the Secretary, runs the RLER and RLAT reports each week to ensure all new students are receiving the appropriate mandated services. Ms. Qureshi examines this data and tests students immediately when needed and re-programs their classes with the assistance of Ms. Girard, AP and Mr. Mostafa, guidance counselor.

Each spring Ms. Qureshi, our ESL certified teacher and coordinator measures ELL students' progress by scheduling and administering the New York State English as a Second Language Achievement Test (NYSESLAT). This test measures the progress of English language skills in listening, speaking, reading, and writing and determine proficiency levels (beginning, intermediate, advanced, proficient). The scores from the NYSESLAT helps us maximize ELL services and instruction to meet the varying needs of ELLs. Besides identifying for us which students should continue to receive ELL services, the NYSESLAT also helps us determine students language proficiency levels. This allows us to:
-Place ELLs in programs that best fit their needs
-Plan strategic homogeneous linguistic groupings
-Determine how much instructional time should be spent in the native language and English (as part of the City LAP)
-Determine the most suitable amounts of English as a Second Language and English Language Arts instruction time

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 ❄

When results ar, Mr. Mostafa programs students based on their results and the mandated ho

We use the following ATS reports to ensure that all ELLs receive the NYSESLAT annually:
-RLER, RLAT, RESI, RNMR

Ms. Qureshi, the ESL certified with NYS intial certification in ESL administers the NYSESLAT to students. ACE follows the timeline given by the NYC DOE for administering the NYSESLAT to all ELLs in a timely manner. We will administer the Speaking portion individually to students, scheduling them to take this portion in a secure testing environment. Each component, the reading, writing and listening will be scheduled into the school week given by the NYC DOE and given to students while in school during the scheduled time.

2) The following structure is in place at ACE to ensure that parents understand all three program choices: when students come to our school, the family meets with the guidance counselor, Mr. Osama, a permanent certified New York State Guidance Counselor, the ESL teacher and coordinator, Ms. Qureshi, who holds an initial certification to teach ESL in NYS and the parent coordinator, Regina Barber, who holds a BA in sociology, inform parents of the programs available for their youngsters. This occurs when the child is first enrolled in our school. Information sessions are held twice a year (one in the fall and one in the spring) or on a need basis, where parents are shown the parent-choice video in their native language. In addition to Ms. Qureshi, Ms. Girard, the AP, who holds an SBA, Mr. Mostafa, the Guidance Couselor, Ms. Barber, the parent coordinator, parent

volunteers, and Ms. Dorna Lange, the Spanish teacher, who holds transitional B certification in special education is present to help ensure that parents are fully aware of their program choices.

3) Ms. Qureshi, the ESL teacher and coordinator is responsible for ensuring that the entitlement letters are distributed, which are distributed during parent information sessions which take place twice a year, once in the fall and once in the spring and also through the mail if parents were unable to attend. We make every effort to meet with each parent, so it has been necessary to set up individual meetings during the school day to ensure that they receive proper information about the three programs. Ms. Qureshi and all staff listed previously are present. Parent Survey and Program Selection forms are returned in the following ways: parents are encouraged to complete and submit the Parent survey and the program selection form at the information sessions or at individual meetings one child's parent/guardian. We distribute entitlement letters, the parent survey and program selection form to parents through the mail. In addition, Ms. Qureshi facilitates a meeting where parents are informed of the LAB-R results and view the Orientation DVD for Parents of English Language Learners in their native language if possible. At the same time parents receive a copy of the Entitlement Letter in their native language. We make every attempt to have translators available at these meetings. The entitlement letter describes the three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parents are encouraged to ask questions about all three programs and their questions are answered by Ms. Qureshi, our ELL coordinator. We hold a parent meeting at the beginning of the year as well as on a one-on-one basis for parents unable to attend the annual parent meeting at the beginning of the year. Ms. Qureshi, Mr. Mostafa, and Ms. Barber all work together to ensure, through parent outreach (phone calls, letters and Parent Association meetings) that all parents return all forms.

Ms. Qureshi, the ESL teacher and coordinator is responsible for collecting and storing parent surveys and program selection forms. Ms. Qureshi calls parents and send the program surveys and program selection form home in the mail in case the forms were misplaced. Ms. Qureshi calls to follow up with parents as well.

4) The criteria used to place identified ELL students in ESL instructional programs is as follows: 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 through the parent selection forms given to parents at the beginning of the year when students are enrolled in our school. If parents are unable to communicate in English we provide a translator to assist with communications by contacting the DOE translation unit. When necessary, we provide written communication in the child's native language. After the information sessions, we receive back the program selection forms and the parent surveys, we give the child the continued entitlement letters as well as mail continued entitlement letters home to ensure that parents receive them. Ms. Qureshi, the ESL teacher follows up with parents to ensure they received the letters. Once Ms. Qureshi receives the LAB-R scores saying that a student is eligible for ESL, she gives the student an entitlement letter within a few days of receiving the scores. She also mails the entitlement letters home and follows up with the parents to ensure the letters were received.

5) We are still a relatively new school, 4 years old, and have had a small cohort of ESL students, which has been steadily increasing. Parents of our ESL students did not request any other program other than the freestanding ESL program. Ms. Qureshi, the ESL teacher has made every effort to inform parents of their choice and has herself recommended bilingual and dual language programs for students who would benefit more from such programs. Parents have chosen to stay in a free-standing ESL program. This is not an immediate choice parents make. We give our students parents time to consider what programs they would prefer. Parents are encouraged to take home the parent surveys and the program selection form and to watch the parent choice videos again.

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 ❄

This school offers (check all that apply):

Transitional bilingual education program	Yes ○	No ❄	If yes, indicate language(s):
Dual language program	Yes ○	No ❄	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Contained														
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	5	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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	14	0	0	5	1	3	4	0	2	23
Total	14	0	0	5	1	3	4	0	2	23
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	3	0	1	8
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										1	1	0	0	2
Urdu										0	0	0	0	0
Arabic										0	1	0	0	1
Haitian										2	4	1	1	8
French										1	1	2	0	4
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	8	10	3	2	23

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our only ELL model is freestanding using the departmentalized model. Beginning students have three periods of ELL classes (English, Reading and Writing) and then take four or five other subject area classes with the general population. Intermediate students take two periods of ELL classes (English and usually Writing, but it depends on the students NYSESLAT scores) and five or six other subject area classes with the general population. Advanced students take one ELL course (usually Writing, but it could be Reading – depending on their NYSESLAT scores) and six or seven other subject area classes with the general population.

2. We have attempted to program students into homogeneous classes based on proficiency level, but have found that we are only able to program two beginner level classes homogeneoulsy, while the remaining three ESL classes offered are heterogeneously grouped. We currently have Ms. Qureshi, with certification in ESL, teaching the 5 periods of ESL courses this year for all of our students. Our instructional periods are 45 minutes long.

NYS CR Part 154: We offer beginning students 3 ELL instructional periods of 45 minutes 5 days a week, a total of 765 minutes per week. We offer intermediate students 2 ELL instructional periods of 45 minutes 5 days, 510 minutes per week. We offer our advanced students 1 ELL instructional period of 45 minutes 5 days, 255 minutes per week. Based on our schools schedule it is necessary to schedule students by classes not by time alone. Advanced students get ELA instruction 45 minutes per day, 5 days a week, so they receive ELA for a total of 255 hours per week. Beginners and Intermediate students have ELA embedded into their ESL classes.

Ms. Qureshi (our certified ESL teacher) is able to teach all of the ELL periods because of our heterogeneous grouping. She teaches 5 periods for ELL students. There are beginning, intermediate, and advanced students in

three periods of these periods. Most beginners have period 1,2, and 8. Most intermediate students have periods 3, 6, 8. Advanced students are placed in period 8.

3) Ms. Qureshi, the 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 in-class and after school tutoring during the 37 ½ minutes at the end of each school day, which is mandated for 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.

Ms. Qureshi uses the SIOP model as well as QTEL strategies. She infuses content area, age appropriate materials with these strategies to teach ELLs. She also uses ESL the following ESL textbooks: High Point, Milestones and Rewards.

4. All ESL instruction is delivered in English. Students use bilingual glossaries and dictionaries in all content area classes. Students are also provided with standardized exams in their native language if available as well as translators in their native languages when needed.

5a) Students with low literacy in their own language and students with interrupted formal education (SIFE) are identified through their responses to questions on the Home Language Survey and teacher evaluations. These students are strongly encouraged through parental contact and guidance to participate in tutorial programs. Teachers are aware of youngsters' needs and differentiate instruction to accommodate and support their needs. Additionally, special literacy classes for ELLs in this category are in place and there are classroom libraries to provide the students with additional reading materials. Instruction focuses on the development of literacy through all four language modalities with a strong emphasis on reading and writing. During common planning meetings throughout the year teachers discuss and identify students' needs and plan effective instruction to support the identified needs.

5b) Our ELL Curriculum Texts and Resources for ELL beginning Level the texts Rewards Multi-syllabic Word Reading Strategies, Bridges to Literature Level 1 (McDougal Litell), Visions (A), Milestones (A), High Point (A) and English Discoveries and Rosetta Stone computer software are used. Students are also required to complete 3-5 leveled books of choice from the independent reading library. (Students at all three levels read graphic novels.) These students receive three periods of instruction daily totaling six hundred plus minutes of instruction per week. This is our plan of action when working with beginner ELLs.

5c)The following is our plan for Intermediate level ELLs. We use High Point (B and C), Visions (B), Bridges to Literature (Green) and adapted classic novels with DVD recording of the text such as The Call of the Wild, Treasure Island, and The Strange Case of Dr. Jekyll and Mr. Hyde. Students are also required to complete 5 to 7

A. Programming and Scheduling Information

leveled books of choice from the independent reading library. Intermediate Level students receive four hundred plus hours minutes of ESL instruction per week. This is our plan of action when working

At the advanced level the novels including Macbeth, The Chocolate War, To Kill a Mockingbird, The Miracle Worker, When I Was a Puerto Rican, Things Fall Apart, A Doll's House, Flowers for Algernon, The Pearl, Animal Farm, Of Mice and Men as well as many short stories including "Rappuccini's Daughter," "The Curious Case of Benjamin Button," "The Lottery," "The Secret Life of Walter Mitty," "Harrison Bergeron" to name a few. The short stories are accompanied with films, which students use for comprehension as well as analysis of techniques and viewpoints used across the two medium of text and film. Advanced level students who are juniors also develop vocabulary using Vocabulary Cartoons Books I and II, Vocabulary for the College Bound and on a daily basis they are given sponge activities using the vocabulary program Meanings in Opposition. Students also read the novels Tooth and Nail and Test of Time, which are SAT vocabulary building novels. Advanced level are required to complete 7 -10 leveled books of choice from the independent reading library. Advanced level students are required to complete 7-10 leveled books of choice from the independent reading library. Advanced level students receive two hundred and fifteen minutes of ELA instruction. As data reflects most of our ELLs are at intermediate levels of proficiency across all grades. Our students' reading levels showed variations among indvidual students. Most students across all grades showed the highest need for the development of reading and writing proficiency. The teachers of long term ELLs who have been identified by the extension of services report are informed of the areas where progress is most needed. These students need assistance so that instruction can be tailored to meet their needs. Eleventh grade students who fall into this category are programmed for an ELA regent's preparation class to enhance their writing skills, required to attend tutoring sessions afterschool. Writing workshops afterschool and through the foundational courses are offered to the long term ELLs and other ELLs who have demonstrated deficiency in reading and writing.

5d) Long term ELLs: We have some long term ELLs, who are identified via transcripts, BESIS, NYSESLAT and ATS. What we have found is that many of our students once they reach high school have already been in ESL for several years. These students speak and understand English but have poor reading and writing skills. Often we see a link between this and their weak reading and writing skills in their native language, although they speak the language fluently. As a result they do not transfer the reading and writing skills from their first language to their

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

Advanced level youngsters who have difficulty writing essays focus on preparing for the ELA Regents as they discuss and review comprehensions of works of literature and non-fiction.

ELLs with Special NEEDs: Through weekly

	Dual Language
100%	
75%	
50%	
25%	

continued in the resource room. Our goal is to make sure there is continuity of instruction between both

A. Programming and Scheduling Information

departments. The Special Education teachers also share differentiation strategies that have been successful with

B. Programming and Scheduling Information--Continued

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

8. Our school offers tutoring both during and after school with content area teachers and the ESL teacher. Tutoring is offered in English, Math, Science, Global and US History. Students have 37 and 1/2 minutes of tutoring 4 days a week after school and one period 2 days a week. Students also receive 6 Saturdays of prep classes for regents preparation in all regents exam areas.

9) ELL students in each grade receive services in a general education setting with heterogeneous classes. All student, including ELLs, are encouraged to attend activities during lunchtime and after school activities. The activities we offer includes Caribbean, cooking, fitness and music Clubs. For students reaching proficiency, our transition plan is designed to include content area instruction that is aligned to the New York State standards and common core standards. Instruction includes scaffolding of academic language and complex content. It engages students through teaching and structure in context with the use of visuals, realia, and other scaffolding strategies that promote students achievement. Materials and texts used are ones that connect to students' interests and experiences; help them make connections to prior knowledge, and access new information. The instructional program emphasizes the Principles of Learning and the use of academic language for oral and written discourse. Tutorials are scheduled throughout and after the school day for students who need additional assistance with content area subjects. Additionally, the progress of youngsters who have met proficiency are monitored by Mr. Mostafa, the guidance counselors and Ms. Qureshi, the ESL teacher.

Former ELLs receive time and half as well as bilingual glossaries.

10) ACE will continue to recruit and develop a certified, highly qualified teaching staff with a commitment to the education of English Language Learners. We will continue to support our staff through our professional development program which emphasizes effective practices for instruction of English Language Learners, planning lessons that support language and content development and meeting the needs of individual learners. We will also continue to support teachers' understanding of the language and cultures of their students and their communities. ACE is committed to the principles that every student deserves a quality education. It is our mission to provide a quality education in a safe and supportive environment. The program for our English Language Learners has been designed, planned, and fine-tuned to reflect our shared commitment to educate our youngsters, excite them

A. Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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Improvements to Our Programs: Last year, the ESL teacher at ACE was an E-status teacher. This year, we have a

Courses Taught in Languages Other than English

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)?

N/A

Social Studies:				

D. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff, school consultants, and other support organizations during common planning time weekly during 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.

Ms. Qureshi has and will continue to perform PDs for content area teachers, guidance counselors, parent coordinator, in house, once a month for 45 minutes. We hope to have outside consultants come in or send our staff to outside sites for continued professional development to better serve our ELLs.

2. We will provide professional development to 9th grade content area teachers specifically so that they can best support ELLs transitioning from junior high school to high school.

3. Ms. Qureshi performs the minimum of 7.5 pds required by the CR-Part 154. Ms. Qureshi has shared with content area teachers finding about students. Student work was examined. Teachers were trained and will continue to be trained on strategies to use for all various levels of ELLs. Ms. Qureshi, the ESL teacher and coordinator maintains records of all meetings.

All School Staff: Most of the ELL professional development we have is done on-site by members of our school community. We have weekly common planning and professional development meetings in addition to a monthly department and faculty meeting. Meetings focus on instructional issues or teachers conference on the progress of individual students. Additionally, content area teachers articulate and collaborate with ESL teachers to facilitate English language academic vocabulary and content area learning. The ESL teachers work on curriculum development and professional development with and for the other subject teachers in our school. As mandated under CR Part 154, our ELLs receive ESL instruction according to their English language proficiency level and content area instruction from a content-licensed teacher using ESL methodology. Because nearly all of our professional development is focused on differentiating instruction, the workshops are constantly assisting teachers in creating curriculum and strategies to meet these needs of all individuals students and sub-groups,

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

E. Parental Involvement

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

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8. Our school offers tutoring both during and after school with content area teachers and the ESL teacher. Tutoring is offered in English, Math, Science, Global and US History. Students have 37 and 1/2 minutes of tutoring 4 days a week after school and one period 2 days a week. Students also receive 6 Saturdays of prep classes for regents preparation in all regents exam areas.

9) ELL students in each grade receive services in a general education setting with heterogeneous classes. All student, including ELLs, are encouraged to attend activities during lunchtime and after school activities. The activities we offer includes Caribbean, cooking, fitness and music Clubs. For students reaching proficiency, our transition plan is designed to include content area instruction that is aligned to the New York State standards and common core standards. Instruction includes scaffolding of academic language and complex content. It engages students through teaching and structure in context with the use of visuals, realia, and other scaffolding strategies that promote students achievement. Materials and texts used are ones that connect to students' interests and experiences; help them make connections to prior knowledge, and access new information. The instructional program emphasizes the Principles of Learning and the use of academic language for oral and written discourse. Tutorials are scheduled throughout and after the school day for students who need additional assistance with content area subjects. Additionally, the progress of youngsters who have met proficiency are monitored by Mr. Mostafa, the guidance counselors and Ms. Qureshi, the ESL teacher.

Former ELLs receive time and half as well as bilingual glossaries.

10) ACE will continue to recruit and develop a certified, highly qualified teaching staff with a commitment to the education of English Language Learners. We will continue to support our staff through our professional development program which emphasizes effective practices for instruction of English Language Learners, planning lessons that support language and content development and meeting the needs of individual learners. We will also continue to support teachers' understanding of the language and cultures of their students and their communities. ACE is committed to the principles that every student deserves a quality education. It is our mission to provide a quality education in a safe and supportive environment. The program for our English Language Learners has been designed, planned, and fine-tuned to reflect our shared commitment to educate our youngsters, excite them about learning and shape them into contributing members of our American society.

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Improvements to Our Programs: Last year, the ESL teacher at ACE was an E-status teacher. This year, we have a

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)?

N/A

D. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff, school consultants, and other support organizations during common planning time weekly during 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.

Ms. Qureshi has and will continue to perform PDs for content area teachers, guidance counselors, parent coordinator, in house, once a month for 45 minutes. We hope to have outside consultants come in or send our staff to outside sites for continued professional development to better serve our ELLs.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	4	0	0	5
Intermediate(I)										2	3	1	1	7
Advanced (A)										2	2	1	6	11
Total	0	0	0	0	0	0	0	0	0	5	9	2	7	23

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/Speaking	B										1	0	0	0
	I										0	3	0	0
	A										2	0	1	1
	P										1	3	1	1
Reading/Writing	B										1	2	0	0
	I										2	3	1	1
	A										2	0	1	1
	P										0	1	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	3	0	0	0	3
NYSAA Bilingual Spe Ed					0

NYS Math

	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	2	0	2	0	1	0	0	0	5
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	4	0	0	0	1	0	0	0	5
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	3		1	
Integrated Algebra	9		5	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	9		2	
Physics				
Global History and Geography	6		0	
US History and Government	3		0	
Foreign Language				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1) All of our students will take the Fall DYO assessments in English Language Arts. Based on these assessments we will be 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 assessments 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.

At our weekly inquiry meetings teachers share data on students with the ELL teacher, Ms. Qureshi and vice versa. We use the data on students to adjust instruction as well as to plan interventions when necessary. Data from

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

Part VI: LAP Assurances

School Name: _____		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eugene Mazzola	Principal		9/28/11
Sybil Girard	Assistant Principal		9/28/11
Regina Barber	Parent Coordinator		9/28/11
Shazia Qureshi	ESL Teacher		9/28/11
Ingrid Francis	Parent		9/28/11
Jill Pierce/ELA	Teacher/Subject Area		9/28/11
Steve Krzyzanowski/Global	Teacher/Subject Area		9/28/11
	Coach		9/28/11
	Coach		9/28/11
Osoma Motafa	Guidance Counselor		9/28/11
Terry Byam	Network Leader		9/28/11
Kerri-dene Small/US History	Other Teacher		9/28/11
	Other		9/28/11
	Other		9/28/11
	Other		9/28/11

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 18k637 **School Name:** ACE

Cluster: 4 **Network:** CFN 404

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

Part A: Needs Assessment Findings

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

This is ACE's first year with a full-time ESL teacher. We have made all efforts to improve our communication with the parents/guardians of our students. We are always interested on building our relationship with parents and guardians. We correspond to our ELLs parents/guardians through written and oral communication in the parents'/guardians' language of choice. Data for language needs are collected at both ELL orientation meetings for parents/guardians as well as the information on the HLIS forms. When the language of choice is a language other than English, we use the NYCDOE's internal translation unit (if time allows) as well as staff members, parent volunteers and upper class students to provide translations of school correspondences. Our students speak Arabic, Bengali, French, Haitian-Creole, and Spanish. We use staff members and upper class students who speak Haitian-Creole, French, Spanish, Bengali, and Arabic to assist with oral interpretations during meetings and parent-teacher conferences.

In summary, our school needs written translations in the following languages: Spanish and Haitian-Creole. We used the NYC DOE language selection form to make this determination as well as meetings with the parents. These findings were reported to the school community during parent association, SLT, teacher conferences and events.

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

The major findings indicate that the major need for our students and their families is English to Spanish and English to Haitian-Creole translation of parent communications sent out by the school, the principal and the parent coordinator.

Written translations are needed for the following:
-Parent-Teacher Association meetings

-Parent-Teacher conferences
-School events
-NYSESLAT and Regents Info
-Providing intervention services

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We provide translations of all major correspondences to families in Spanish and Haitian-Creole. These translations are completed and disseminated at the same time and in the same format as the English text. We have used the translation services of in-house staff , parent volunteers and upper grade students, who can provide translation services at school events. We use the translation unit, if sufficient lead time is available for that office to do the requested translations.

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

Oral interpretation services for parents are provided by parent volunteers, who are employed for these meetings. Interpretation is also provided for individual parent meetings with teachers, counselors, and other school staff. In-house staff is primarily used for these meetings, although the DOE —over-the-phone interpretation is also occasionally used to facilitate interpretation.

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.

ACE's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. At the present time, ACE does not have a population of more than 9% of the children whose primary language is neither English nor a covered language. If there is a population of 10% or more of a primary language that is not available, ACE shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to section VII of Chancellors A-663 and shall post and provide such forms in accordance with this section.