



*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE ACADEMY FOR ENVIRONMENTAL LEADERSHIP

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 32K403

**PRINCIPAL:** NILDA GOMEZ-KATZ

**EMAIL:** NKATZ@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** TAMIKA MATHESON

06-17-2013



**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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Nilda Gomez-Katz	*Staff/Principal	
Jane Roth	*Staff/UFT Chapter Leader	
Pablo Cordero	Staff/CBO Representative	
Jacqueline Silva	*Parent/PA-PTA President	
Juan Tavarez	Parent	
Silvia Maldonado	Parent	
Minelly Martinez	Parent	
Honoría Morans	Parent	
Adam Schwartz	Staff/UFT	
ChántAndréa Blissett	Staff/CSA	
Olga Cedano	Staff/DC-37	
Alarson Williams	Student	
Byron Mendez	Student	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

- By June 30, 2013, 12<sup>th</sup> grade students will demonstrate a 3% increase in college and career readiness through college acceptance.

### **Comprehensive needs assessment**

Based on the 2011-2012 Progress Report, we identified that our 12<sup>th</sup> grade students accepted into a two-year or four-year college at an enrollment rate of 34% six months after graduation. Our objective is to increase this percentage to 37% by:

- Maintaining the number of students taking Advanced Placement classes.
- Increasing by 5% or higher the college acceptance rate of the graduating class.
- 80% of students from each cohort will visit at least one college during the year.
- 80% of students will participate in one to five activities to increase awareness of college and/or career options.

### **Instructional strategies/activities**

- a) Strategies/activities that encompass the needs of identified student subgroups:
  - Differentiated instruction
  - Understanding by Design strategies
- b) Staff and other resources used to implement these strategies/activities:
  - Implementation of Common Core Learning Standards in order to increase student engagement and academic rigor
  - College Board Certified Advanced Placement class teachers will administer Advanced Placement classes in English, Science, and Art
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
  - Principal's Instructional Cabinet will meet bi-weekly to discuss our 12<sup>th</sup> grade students progress toward graduation in June
  - Teachers will collect data 2-3 times per semester to determine students' readiness levels in preparation for the AP examination.
  - Cohort team Meetings will meet on a weekly basis to discuss student performance in classes by looking at student work and sharing best practices in order to enhance student engagement as well as plan trips and other events that will foster the camaraderie of the learning community
  - Teachers, Department leaders and guidance counselors will plan college trips and events
  - School Leadership Team will meet monthly to discuss school affairs and ideas to get the outside community involved in supporting the school community
- d) Timeline for implementation:
  - 9/12-5/13 – Teacher teams will focus each week on looking at student work and planning lessons according to academic levels of students
  - 9/12-5/13 – Department teams will focus on curriculum design of 12<sup>th</sup> grade units of study
  - 9/12-6/13 – Advisory curriculum created by our partners at College Summit will be implemented in weekly advisories to aid in the college application/college readiness process

### **Strategies to increase parental involvement**

- Monthly Parents' Association and SLT meetings where information about college will be a regular feature.
- Monthly academic reports or as requested by the parent.
- Guidance Counselors, Advisors and our Parent Coordinator will assist parents in understanding college readiness, college opportunities, application process, and financial aid information via college workshops, monthly Parent-Teacher Association Meetings and during bi-annual Parent-Teacher conferences.
- Provide materials and training to help parents work with their children to improve their children's academic achievement during a fall and/or spring Parent-Teacher Association meeting, where organizations like College Now, College Summit and LYHEP will conduct information sessions for parents and students.

**Budget and resources alignment**

- Indicate your school's Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- Funding Source: as Fair Student Funding
- Human Resources: Guidance Counselors, Advisors/teachers, Student Success Center, Student Leaders, Parent Coordinator

**Service and program coordination**

- We will use resources to partner with Brooklyn College and the Student Success Center will aide us in the analysis of student performance data.
- Teacher leaders will meet with the Principal and Assistant Principals.
- Teacher Teams/Student Leaders meet to coordinate college trips and events from 9<sup>th</sup> through 12<sup>th</sup> grade.
- Teacher Teams/Student Leaders meet to plan and coordinate College and Career Day.
- Parents and students meet to fill out applications for College Now program.
- Assistant Principals and Teacher Liaisons monitor College Now attendance.
- Guidance Counselors and Teacher Teams monitor student applications to college with the aid of our partner organizations, like College Summit, PENCIL and Teach for America. Representatives from these partnerships will conduct workshops on financial aid and the college application process 2-4 times a year with parents and students.

## ANNUAL GOAL #2 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 #2**

- By June 30, 2013, 100% of teachers responding to an anonymous survey will agree that they have grown professionally over the year as a result of observations and feedback from the administrations and their colleagues.

### **Comprehensive needs assessment**

- The NYC School Survey has shown that 75-80% of teachers agree that school administration should give regular feedback about their teaching. Based on this feedback, the school has decided to provide more immediate and actionable feedback to teachers so that they can improve their classroom instruction.
- Teacher observations and student data indicated the need to develop a common language and understanding of academic rigor and instructional excellence.

### **Instructional strategies/activities**

- 100% of teachers will deepen their understanding of Danielson's Framework for Teaching. For instance, as reflected in the Chancellor's City-Wide Instructional Expectations, school leaders will:
  - a) *Build a culture in which the use of a research-based framework is viewed as a formative tool designed to strengthen practice through frequent observations, followed by formative feedback and professional development focused on improved student learning.*
  - b) *Develop a normed understanding of Danielson, together with networks and central staff, to deepen expertise of both administrators and teachers.*
  - c) *Deepen their understanding of the instructional shifts required to meet the Common Core.*
- 90-100% of the staff will participate in professional development workshops to build awareness and understanding of research-based Charlotte Danielson's rubric that will be used to examine classroom instruction to provide formative feedback.
- 80-90% of teachers will use a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth.
- The administration will use the Charlotte Danielson Framework for Teaching as a lens for conducting both formal and informal observations and for providing feedback for all teachers.
- The administration will conduct 4-6 formal and informal observations of all teachers using selected components of the Danielson Teaching Framework.
- All teachers will receive written feedback on observations a minimum of 2 times for each semester.
- 90-95% of staff will participate in self-selected and needs-based professional development groups during weekly common planning time, Chancellor's Day and Faculty/Departmental conferences.

### **Strategies to increase parental involvement**

- Monthly display of student work at PTA meetings with mini-discussions led by teachers around student academic performance.
- Bi-monthly parent walkthroughs of the school to observe displays of student work.

### **Budget and resources alignment**

- Indicate your school's Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- Funding Source: as Fair Student Funding
- Human Resources: Assistant Principals, Teachers, ASCD Professional Developer

**Service and program coordination**

- Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the curriculum.
- Teacher self-reflection on selected components of a research-based rubric (Charlotte Danielson).
- NYC School Survey results: 75-85% of teachers will agree that the Principal and Assistant Principals give them regular feedback about their teaching.
- Teacher-teams will meet one period per day for common planning during which time a variety of professional development activities will be offered
- The Principal's Instructional Cabinet will meet bi-weekly.
- Administration will conduct regular classroom visits to examine the implementation of new strategies learned during professional development workshops.
- Teachers will engage in regular inter-classroom visitations and give feedback to their colleagues.
- Teachers will participate in regular school imbedded professional development sessions led by an ASCD facilitator.

### ANNUAL GOAL #3 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 #3**

- By June 30, 2013, 100% of teachers will participate in looking at student work in order to improve instruction that is aligned with the Common Core Learning Standards (CCLS).

#### **Comprehensive needs assessment**

- Current levels of student performance indicate the majority of our students are performing below grade level. For example, over 65% of our incoming ninth graders need some form of Academic Intervention Services (this includes the need for counseling). 56% of our incoming ninth graders are in the lowest 3<sup>rd</sup> citywide. 54 out of 79 incoming ninth graders are reading below grade level, while 51 of them are performing below grade level in math. 37 out of 76 tenth graders are performing below grade level in math.
- Classroom observations and an examination of student work indicate the need for more rigorous classroom instruction in order to have students meet or exceed the Common Core Standards.

#### **Instructional strategies/activities**

- a) Strategies/activities that encompass the needs of identified student subgroups.
  - At the start of the school year, teachers will assess students' needs based on ELL and IEP status, 8<sup>th</sup> grade test scores, Regents exams, students in the lowest 3<sup>rd</sup> citywide and by gender and ethnicity. The same school-wide process will be repeated at the start of the spring semester in order to make any additional changes needed to ensure student success.
- b) Staff and other resources used to implement these strategies/activities.
  - All teachers will receive ongoing training on the tuning protocol for analyzing student work. Time has been set aside during common planning (1 period per day) for teachers to practice looking at student work and use these findings in lesson planning.
- c) Steps taken to include teachers in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
  - Teachers were solicited for their input, and some changes were made to the tuning protocol based on their suggestions.
  - The Principal's Instructional Cabinet will continue the dialogue regarding student performance and learning outcomes.
- d) Timeline for implementation:
  - By attending in-house/outside Professional Development workshops 4-6 times a year that focus on ways to effectively assess student work and increase student learning outcomes, Teachers will create lesson/unit plans and curriculum maps that reflect the CCLS and data driven instruction.
  - Teachers have already participated in workshops to learn the tuning protocol for looking at student work. They will continue to do this work on a bi-weekly basis for the rest of the school year.
  - Teachers' Scholarship Reports are reviewed and analyzed in department meetings at the end of each marking period.

#### **Strategies to increase parental involvement**

- Parents will be informed of the results of these examinations via progress reports, phone calls and at parent-teacher conferences. As we hold our regular grade-level meetings with parents, we will share this data with them and have conversations with parents about their students' progress and ways that they can help their students improve at home and in school.

**Budget and resources alignment**

- Indicate your school’s Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- Funding Source: as Fair Student Funding, Children First Network, Title 1, Title III
- Human Resources: Assistant Principals, Teachers, Student Leaders, Guidance Counselors

**Service and program coordination**

- Students who are receiving at-risk counseling will have updates sent to the counselors, social workers, school psychologist and other support staff in order to help inform them of the students’ progress in their classes as well as to help make sure that all staff members are informed of students’ progress and able to help students succeed.

## ANNUAL GOAL #4 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 #4**

- By June 30, 2013, new teachers will participate in the regular practice of reviewing and implementing effective strategies in order to assist them with designing coherent instruction.

### **Comprehensive needs assessment**

- This year, 8 teachers joined our staff (3 of these new teacher are new to the profession); this constitutes 30% of our pedagogical staff.

### **Instructional strategies/activities**

- a) Strategies/activities that encompass the needs of identified student subgroups:
  - New teachers, guided by teacher leaders will engage in the collaborative practice of looking at lesson/unit planning (on a monthly basis) and examine teaching practice as a way of improving teacher effectiveness and student outcomes.
  - Teacher teams will also participate in their teams to engage in inquiry to:
    - Analyze student work to adjust teaching practice and instructional planning;
    - Plan Common Core-aligned units to gain familiarity with key instructional practices;
    - Plan for shifts in instruction;
    - Review their overall scope and sequence within their units;
  - Deepen their understanding of Danielson's core competencies surrounding designing coherent instruction and assessment.
- b) key personnel and other resources used to implement these strategies/activities:
  - Teacher Leaders with proven track records in the area of designing coherent instruction, Assistant Principals, other teachers (identified by administration) who possess strengths at implementing effective teaching strategies in the classroom.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
  - Teachers were tapped to lead and/or participate in professional development sessions that focused on implementing effective teaching strategies and designing coherent instruction.
  - Teachers have opportunities to lend their voices to the discussion in a more intimate setting with their peers during their cohort/department team meetings. On occasion, the Principal/Assistant Principals frequent these meetings, allowing teachers to provide their feedback to administration within these settings.
- d) Timeline for implementation:
  - Teachers participate in department and cohort (grade) team meetings each week. They will continue to do this work for the rest of the school year.

### **Strategies to increase parental involvement** N/A

### **Budget and resources alignment**

- Indicate your school's Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- Funding Source: as Fair Student Funding, Children First Network, Title I, Title III

- Human Resources: Assistant Principals, Teachers, ASCD Professional Developer

**Service and program coordination**

- Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the curriculum.
- Teacher self-reflection on selected components of a research-based rubric (Charlotte Danielson).
- NYC School Survey results: 75-85% of teachers will agree that the Principal and Assistant Principals give them regular feedback about their teaching.
- Teacher-teams will meet one period per day for common planning during which time a variety of professional development activities will be offered
- The Principal's Instructional Cabinet will meet bi-weekly.
- Administration will conduct regular classroom visits to examine the implementation of new strategies learned during professional development workshops and strategies provided by our Children First Network (#404) Instructional Coaches.
- Teachers will engage in regular inter-classroom visitations and give feedback to their colleagues.
- Teachers will participate in regular school imbedded professional development sessions led by an ASCD facilitator, Assistant Principals, Teachers who attended workshops on the CCLS and have implemented those strategies into their instruction, our Children First Network (#404) Instructional Coaches.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• <b>We ensure that students who receive ELL services also receive ELA strategies from an English teacher who works collaboratively with an ELL teacher.</b></li> <li>• <b>We make sure that ESL teachers receive ELA strategy training.</b></li> <li>• <b>Students are grouped based on their academic needs.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>ELL students receive the required number of mandated minutes of ELL instructional time.</b></li> <li>• <b>We try to keep our class sizes low.</b></li> <li>• <b>Self-contained classes are team-taught by a special education teacher who is dually certified in that content area with additional support from a paraprofessional.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students receive informal reading and math assessments upon entering the school.</b></li> <li>• <b>Some students have additional instructional time built into the day.</b></li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• <b>Students are grouped based on their academic needs, as evidenced by standardized testing, school-created assessments and informal observations.</b></li> <li>• <b>ELL students are given instruction</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students are taught in small homogenous groups and given additional class time with their classroom teacher to obtain skills from prior grade levels.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students needing additional attention are taught in one-to-one groups after school or during lunch.</b></li> <li>• <b>Students are given additional instructional time built into the day.</b></li> </ul>

	<p><b>and resources in their native language as well as English.</b></p> <ul style="list-style-type: none"> <li>• <b>Self-contained classes are team-taught by a special education teacher who is dually certified in that content area or have a content area teacher who is supported by a special education teacher or paraprofessional.</b></li> </ul>		
Science	<ul style="list-style-type: none"> <li>• <b>ELL students are given instruction and resources in their native language as well as English.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students are taught in small homogenous groups, and given additional class time with their classroom teacher to obtain skills from prior grade levels.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students needing additional attention are taught in one-to-one groups after school or during lunch.</b></li> <li>• <b>Students are given additional instructional time built into the day.</b></li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• <b>Self-contained classes are team-taught by a special education teacher who is dually certified in that content area or have a content area teacher who is supported by a special education teacher or paraprofessional.</b></li> <li>• <b>ELL students are</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students are taught in small homogenous groups, and given additional class time with their classroom teacher to obtain skills from prior grade levels.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students are given extra instruction during the school day.</b></li> </ul>

	<b>given instruction and resources in their native language as well as English.</b>		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• <b>Meet for counseling as per students' IEPs and as per recommendations of counselors and/or other staff.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meet for counseling as per students' IEPs and as per recommendations of counselors and/or other staff.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meet for counseling as per students' IEPs and as per recommendations of counselors and/or other staff.</b></li> </ul>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Attendance at high school hiring fairs and hiring halls
- Web based recruitment for job openings when applicable.
- Emphasis on teacher collaboration, curriculum creation,
- Additional training to teach Advanced Placement classes, team teaching
- Opportunity for elective class creation.
- Staff participation in school based decision making process
- Daily common planning time for departments
- Professional Development opportunities
- 100% of the staff will participate in professional development workshops to build awareness and understanding of research-based rubric that will be used to examine classroom instruction.
- With 100% of the staff, the Principal/AP will use that rubric to facilitate individual and group conversations around classroom practice.
- The Principal and Assistant Principal will conduct 4-6 formal and informal observation conversations for each teacher using selected components of a research-based rubric to provide feedback.
- 100% of the staff will participate in reading groups.
- 100% of the staff will participate in additional ½ day professional development opportunities built into the school calendar.
- Our staff has already received training on how to analyze student work and will continue to receive regular training over the course of the year on this process. We will discuss the expectations of the Common Core and compare where students' work is now, as compared to where it will be expected to be. We will then provide professional development and other strategies, as needed, to help our instructional staff improve student achievement.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) (ADAPTED BY AEL)**

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:

- Conduct yearly Parent's Association elections for the Executive Board;
- Conduct monthly Parent's Association meetings;
- Provide the opportunity to parents for active and meaningful participation in the School Leadership Team (SLT);
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology, including the use of computers and using software to facilitate English language development amongst students and parents.
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments;
- Share information about school and parent-related programs, meetings and other activities in a format and in languages that parents can understand;
- Provide 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;
- Engage in ongoing home visits and encourage parents to partake in school activities and celebrations.

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's Association and the Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office;
- 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. In addition, the school will provide instruction and resources to parents and family members learning and improving at English.
- 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 1<sup>st</sup> 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, including parent-teacher conferences 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:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent's Associations (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Frequently calling and mailing information on student progress throughout the school year;
- 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 in order to keep them informed of their child'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 that is 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 1<sup>st</sup> 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 follows 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 in order to 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>305</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>403</b>
School Name <b>Academy for Environmental Leadership</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Nilda Gomez-Katz</b>	Assistant Principal <b>Jannett Bailey</b>
Coach <b>Martha Frans</b>	Coach <b>Malika Bibbs</b>
ESL Teacher <b>Mia Lefkowitz/ESL</b>	Guidance Counselor <b>CarmenSofia Gomez</b>
Teacher/Subject Area <b>Erika Lorenzo/ESL</b>	Parent <b>Jackie Silva</b>
Teacher/Subject Area <b>Eric Newville/Data Specialist</b>	Parent Coordinator <b>Pablo Cordero</b>
Related Service Provider <b>Jennifer Molloy, Counselor</b>	Other <b>type here</b>
Network Leader <b>Terry C. Byam</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>5</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>372</b>	Total Number of ELLs	<b>127</b>	ELLs as share of total student population (%)	<b>34.14%</b>
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## Part II: ELL Identification Process

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

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

1. Upon entering the New York City public school system all parents/guardians are required to complete a Home Language Identification Survey (HLIS). The HLIS survey is administered and overseen by our school's ESL coordinator and the pupil accounting secretary in the families' native language. Our ELL coordinator, who is a licenced ESL teacher, reviews each student's HLIS, and determines Language Assessment Battery-Revised (LAB-R) eligibility. Both the pupil accounting secretary and ESL coordinator speak Spanish, the majority native language spoken in our school. If we receive a family who speaks a language other than Spanish, our school requests a translator to be sent to our building to assist in the administration of the HLIS. All eligible students are then administered the LAB-R within ten days after enrollment. The LAB-R is administered by a licenced ESL teacher. The results of the LAB-R exam determine our school's ELL student body. Students who are classified as proficient (per the LAB-R) are not eligible to receive ELL services. After the test has been hand-scored by the provider, Spanish speaking students who are eligible for ELL services are then given the Spanish LAB. The Spanish LAB allows us to determine the students level of proficiency in their native language and if they should be classified as a SIFE student. Students who receive ELL services are evaluated annually through the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency level and continued eligibility. Based on the score each student receives on the listening, speaking, reading and writing portions of the test, the students are then assigned an overall score ranging from beginning to proficient. If the student scores a level of beginning he/she will receive 540 minutes of ESL a week. If the student scores intermediate he/she receives 360 minutes of ESL, and if the student scores advanced he/she receives 180 minutes of ESL and 180 minutes of ELA a week. Students who have achieved an overall level of proficiency are no longer eligible to receive ESL services; however, they do continue to receive ESL support services for up to two years.

2. In order to ensure that parents of ELLs understand the program choices available to them and the selection process, an orientation is held both at the beginning and several times throughout the school year. The parent orientation is hosted by our school's bilingual Parent Coordinator in conjunction with our ESL coordinator (who is a certified K-12 ESL teacher). The orientation sessions are conducted at the beginning of the year immediately after the LAB-R is administered and hand-scored by the ELL staff. The orientation explains the three program choices available to ELL parents in NYC - ESL, bilingual, and dual language. Parents understand that they may choose the program of their choice and that if fifteen families in a grade choose a program that is not currently offered (i.e. bilingual) the school is mandated to open that program. Additional orientations are held throughout the year to ensure that all families have an opportunity to watch the ELL orientation video and have any related questions addressed. Formal letters are sent home to families periodically throughout the year to ensure that all program selection forms are completed. During the orientation, which is held by the ESL teacher and the parent coordinator, parents are explicitly informed about the three program choices available for their child. At the orientation, placement and program options are also discussed. A video is shown in the parent's native language in which Chancellor Klein discusses in depth the options available (Transitional Bilingual Education, Dual-Language, and Free Standing English as a Second Language.) Handouts are distributed in English and in the parent's native language discussing options. At that time parents are made aware that if the program they select is not offered at the school, they may transfer their child to another school in the district that has such program.

3. Parents of ELLs at AEL are informed of the program choices available as well as invited to a parent orientation through an entitlement letter that is sent home with the student. To ensure that the parent/guardian has received the entitlement letter the ESL

teacher also sends a letter that she has prepared asking the parent/guardian to acknowledge if they're attending the orientation. If the parent/guardian is unable to attend the orientation, they are mailed personalized letters inviting them to speak with the ELL coordinator at a time convenient for them, so that they may select the program of their choice. If the parent does not respond, then the ESL teacher or the parent coordinator contacts the parent by phone. The ESL coordinator determines who should receive an entitlement letter based on LAB-R results. If a student who is already considered and ELL did not pass the NYSESLAT, the parent will then receive a continuing Entitlement letter at the start of each school year. All ELL students must bring back a signed entitlement letter or the parent must return it to the school. Students/Parents who do not return entitlement letters are called by our parent coordinator to review and sign the entitlement letter. These letters are stored in student's cumulative folder and a copy is kept in the ESL coordinator's binder.

4. The process used to place identified ELL in bilingual or ESL instruction begins with the program selection form. Parents receive a description of the programs, which, when possible, is done in their home language by either the ESL teacher or the parent coordinator. Based on the parents' choice students are placed in the program. After the forms have been completed, the ESL coordinator reviews parent selection forms and sends a Placement Letter home with the student to be signed and returned to the school. All placement letters are stored in the ESL coordinator ELL Binder. At the start of each school year continued entitlement letters are sent home to families' of ELLs who have not yet passed the NYSESLAT.

5. A review of parent selection forms over the past four years shows a preference among parents for the ESL program. In the last four years, only one parent did not want a free standing ESL program, and decided to enroll the student in a different school.

6. The program model offered at the school is aligned with parent requests. When the trend among parental choice shifts, the school will meet the requests by providing the required programs.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										22	31	18	18	89
<b>Push-In</b>										12	12	5	9	38
<b>Total</b>	0	0	0	0	0	0	0	0	0	34	43	23	27	127

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	83	Special Education	5
SIFE	34	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	20

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	90	19	2	26	12	3	11	3	11	127
Total	90	19	2	26	12	3	11	3	11	127

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

## C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish										38	33	22	29	122
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian													1	1
French										1	1	1		3
Korean														0
Punjabi														0

## 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
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>40</b>	<b>34</b>	<b>23</b>	<b>30</b>	<b>127</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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 a) The Academy for Environmental Leadership's ELL program falls under the umbrella of the English Department with ESL self-contained and push-in classes offered for all ELL students.
- b) AEL offers block classes to all ELL students in order to ensure that students' are scheduled to receive their mandated amount of instruction time based on NYSESLAT proficiency. Classes are homogenous with students grouped by English ability rather than grade.
2. Staff at AEL utilize both the pull-out and push-in method to ensure that students are provided total mandated minutes. Beginners and Intermediate ELLs receive double block scheduling (90 min/day) of ELL classes, with Beginners receiving an additional single period of ESL. More advanced students receive split scheduling of ELA and ESL or classes that are taught using the team-teaching model with an ELA and ESL instructor in the room simultaneously. Beginning students receive 540 instructional minutes of ESL a week – this instruction is provided as 90 min of daily self-contained instruction (double block) and an additional 45 minute block of instruction at the end of the day. Intermediate students receive 360 minutes of ESL per week, also provided in 90 minutes of daily self-contained instruction. Advanced students are taught through the co-teaching push-in model, and receive one period (45 min) of ESL and one period (45 min of ELA) a day.
3. Content area instruction for beginning and low intermediate students is delivered either in the Native Language (Spanish) or mixed language (English/Spanish). Documents and readings are often assigned in both languages to ensure that students understand the content material and are not falling behind due to a language barrier. In classrooms where content is delivered in an English only setting, teachers

## A. Programming and Scheduling Information

utilize ESL best instruction strategies such as Total Physical Response, images and photos, word walls, and mixed ability student groups.

4. ELLs are given the Spanish LAB upon arrival to ensure that they are appropriately evaluated in their native language.

5. a. AEL ensures that SIFE students in our school receive the additional services and interventions needed for the student to eventually perform on grade level. Skills include phonemic awareness, letter identification, on level reading and writing instruction, small group instruction, teacher conferencing, and a peer-support system. Technology is also integrated into SIFE learning including Rosetta Stone and Smart Board software. SIFE students are placed in beginning level ESL classes. In addition they receive a ninth period of ESL at the end of the day during which they are offered language instruction using the Rosetta Stone software. A parent-home connection is in place to ensure that the parents are included as a vital component of student learning.

b. ELL newcomers at AEL receive the mandated instructional minutes of ESL service and have access to language learning technology and programs (i.e. Rosetta Stone). In the areas of Math, Social Studies, and Science ELL newcomers are provided with textbooks in their native language to ensure that the language barrier does not cause them to fall behind in these subject areas. These students also have the option of taking State regent tests in their native language and may use bilingual glossaries during exams. All ELL students receive extended time during these exams. In order to help newcomers achieve on the regents exams, these students are offered targeted instructional services during the after-school program. Classroom teachers provide a nurturing environment in which students receive scaffolded guided instruction in English Language Arts, our balanced literacy approach supports students through a multitude of reading and writing strategies (read aloud shared reading/writing etc).

c. ELLs who have been receiving services for 4-6 years are generally our most advanced ELLs. Advanced ELLs are on track to transition into a mainstream classroom in all subject areas. These students continue to receive ESL support services and ELL best instruction strategies in the classroom however they receive instruction in English in all subject areas and take classes in both ELA and ESL. Transitioning from Advanced ELL to Proficient on the NYSESLAT continues to be a challenge for many ELLs in the program for 4-6 years. For this reason, these students continue to receive additional support using the Rosetta Stone advanced level English program in order to refine their English skills particularly in the reading and writing modalities.

d. The Academy for Environmental Leadership works hard with its long-term ELLs by giving them the support they need during extended day and in after school programs. Teachers are using ARIS to assess student needs in order to differentiate instruction and focus on strategies that ELL students need to improve. The teacher and student reflect on past strategies and implement those that work best for the student. The school also works with the child's family so that parents understand that their pro-active participation is extremely important for their child's academic success.

6. When instructing the ELL-SWDs youngsters, the teacher implements a multi-faceted approach. We must first review the student's academic needs and specific accommodations as reflected on their IEPs. For some students it means working one-to-one with a paraprofessional for verbal prompting and support; while the teacher works with other groups of students modeling and scaffolding the specific task throughout the lesson. Additionally, we have these youngsters taught frequently by two teachers (even in self-contained settings) to enable them to, for example, work on English and/or social studies essay drafts that need to be published. This approach has proven very fruitful because it has enabled them to succeed in New York State Regents examinations. The materials utilized in the classroom are in various reading levels, again, this is to support the IEP mandates but also to enable and challenge ELL-SWDs youngsters as they grow academically.

7. ELL-SWDs youngsters are carefully programmed with their non-disabled peers to ensure that their needs are met in the least restrictive environment. We must, for example, ensure that youngsters' IEP needs are adhered to; the personnel involved (special education, content area, and certified ESL teachers) continue to receive ongoing professional development to ensure instructional planning is maximized.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

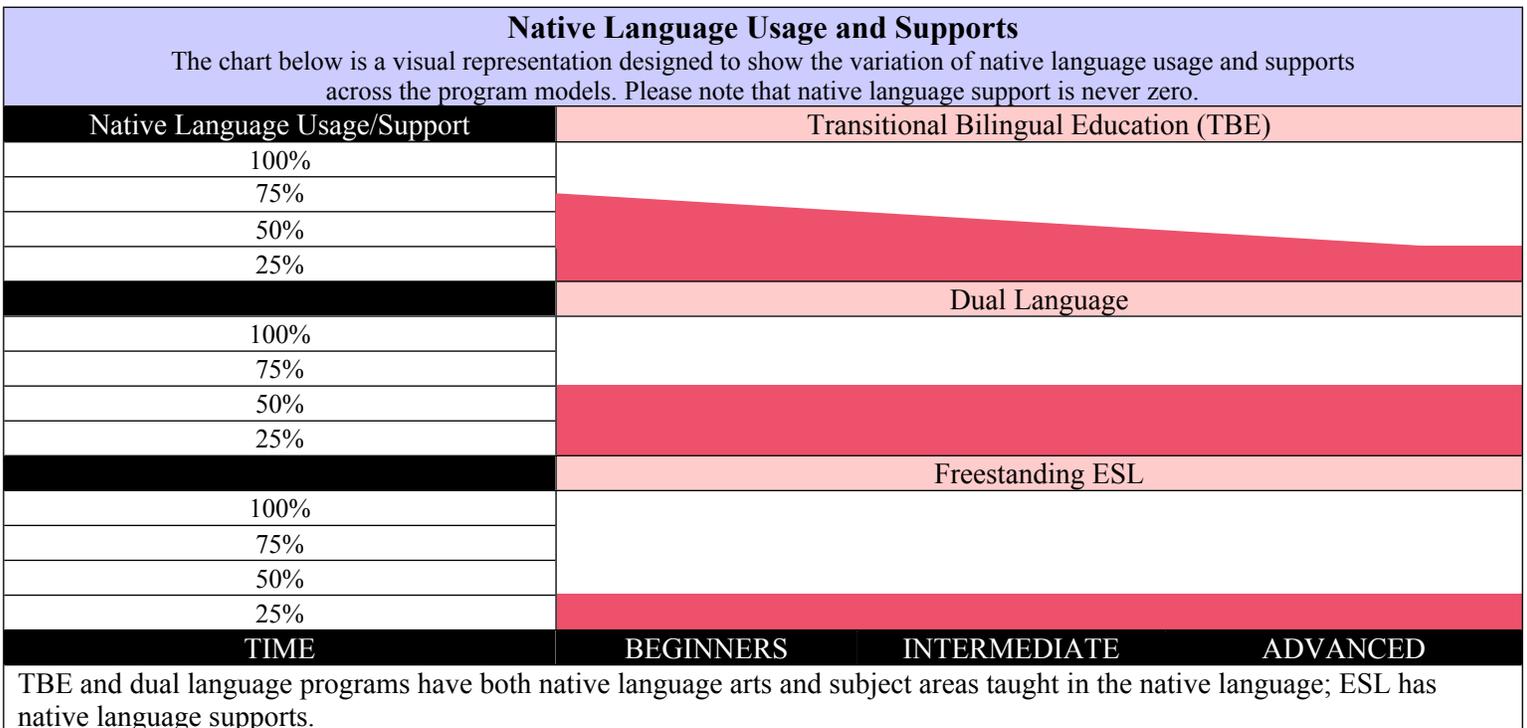
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts	NA		
Social Studies:	Spanish		

Math:	Spanish
Science:	Spanish


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



**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. The Academy for Environmental Leadership offers various targeted intervention programs for ELLs in content areas. The main intervention program is collaboration between ESL teachers and teachers of other subject areas. For ELA, the ESL teachers and ELA teachers who team teach the classes plan collaboratively on a daily basis to ensure proper alignment of instruction and students' needs. For social studies and science, the ESL teachers regularly meet with social studies and math teachers. The purpose of the meetings is to collaboratively create the differentiation needed in the lessons that the ELLs need for success. The second intervention program is the inclusion of educational paraprofessionals in social studies and science classes. Currently, 94% of ELLs speak Spanish, so a Spanish-speaking paraprofessional is used. Paraprofessionals who speak other languages are used when there are students who speak the same language.

9. Former ELLs continue to receive support services for up to two years after passing the NYSESLAT. All general-ed teachers are informed of a students' former LEP status and are provided with relevant information regarding each student's particular linguistic and academic needs. Gen-ed teachers are coached in ELL best teaching practices and participate in a weekly professional development session on creating successful content-area conversations with ELL students in the classroom. Finally, former ELLs receive extended time during New York State Regents examinations.

10. For the upcoming school year all LEP students (beginner, intermediate, and advanced ) will take part in the Rosetta Stone language learning program. In addition a new ESL teacher has been hired to work specifically with beginner and SIFE students. AEL has also hired a bilingual history teacher for the 2011-2012 school year in order to make this subject more accessible to ELLs and ensure comprehension.

11. Currently there are no programs being discontinued for ELLs.

12. ELLs are afforded equal access to all school programs. Many ELLs participate in school teams and clubs. Optional classes such as drama, green team and yearbook contain a representative number of ELL students. Our advanced ELLs

10. Various instructional materials are used to support ELLs. In all classes, interactive whiteboards are used as regular part of instruction. Authentic audio recordings and manipulatives are used in ESL classes. A language-learning software is being piloted with beginner ELLs.

11. Native language support is delivered in the ELL classes. When hiring teachers, guidance counselors and paraprofessionals, the school looks for candidates who speak the languages represented by the students. Currently, there are staff members who speak Spanish, French, Haitian Creole, and Arabic.

12. All required services support, and resources correspond to ELLs' ages and grade levels.

13. Newly enrolled ELL students participate in activities before the beginning of the school year. At the end of August, all incoming students are invited to participate in the Summer Bridge program, which is a multi-day event to get acquainted with the school, staff, and programs. ELLs also get tested using the LAB-R exam if needed, and are introduced to their teachers, especially those who speak the students' home language.

14. Currently, there is a limited offering of language electives for ELLs. ELLs who score at intermediate and advanced and speak a language other than Spanish are given the chance to learn Spanish.

15. Yes, required services and supports correspond with students grade and age. Students receive materials books and readings that are appropriate to their age/grade level. The teacher scaffolds these materials to make them accessible for all students without watering down the content information.

16. AEL runs a summer school program for ELL students which includes basic

17. AEL uses the Rosetta Stone software system so that students may study any foreign language that interests them. In addition we offer a course in Spanish Literature and will be offering a Spanish AP class for our students so that they can continue to excel in their Native Language.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

1. All staff that works with ELLs receives ongoing professional development for one hour every Monday during common planning time. Additionally some ELL personnel is sent to ELL information and professional development sessions provided by BETAC. The assistant principal and other school personnel receive professional development from the network support staff. The paraprofessionals receive professional development from the principal and assistant principal.

2. At AEL we offer a three week summer program for incoming ELLs. Members of our teaching staff attend professional development at the start of the year that offers them basic strategies for working with ELLs. They also participate in professional reading groups that expose them to additional strategies. Our staff receives a two day training prior to the start of the summer bridge program which works with transitioning ELLs. This is a two day targeted training program to help assess the needs of transitioning ELLs into high school.

3. At AEL we believe that offering ELL training is important for all our school staff. Therefore every Monday our entire staff meets for a one period to read and discuss the book- Content Area Conversations: How to plan discussion-based lessons for Diverse Language Learners by Douglas Fisher et al. These readings are led by our ELL teacher and focus on best teaching strategies for all our ELLs in every subject area. Specifically teachers work in small groups to discuss how to build content area conversations amongst our ELLs. Each group presents their findings and ideas to the staff while one person records the notes on what was discussed each week.

### E. Parental Involvement

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

1. Our parents are active members of our school community. Parental involvement has increased over the past years thanks to our adult English language learning program. Our parent coordinator offers informational sessions about school policy, grading, and college prep in the Native Language.

2. We partner with We Are New York, AmeriGroup and Park Slope for Mental Health. Each of these programs offers services in both English and Spanish. If we do not have a translator for that parent's language our school contacts the DOE's Translation and Interpretation Services.

3. We use parent surveys - specifically the DOE school environment survey. In addition discussions conducted during PTA/SLT meetings. We also have an excellent Parent Coordinator who is sensitive to the needs of our parents. He helps to keep us informed as their needs change. Our parent coordinator is fluent in Spanish however he also contacts the DOE translation services department if he needs assistance.

4. We offer parents ESL classes after school that is run by a staff member. In addition they also receive ESL classes in our school run by We Are New York. These courses empower immigrant families to feel welcome in a new community and helps them to get ahead by increasing their English proficiency.

## 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)										13	13	9	6	41
Intermediate(I)										13	14	8	20	55
Advanced (A)										9	5	3	3	20
Total	0	0	0	0	0	0	0	0	0	35	32	20	29	116

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										7	3	3	2
	I										6	10	3	16
	A										6	9	8	4
	P											13	4	2
READING/ WRITING	B										5	10	4	5
	I										12	14	9	20
	A										7	4	3	3
	P											8	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	36		8	
Integrated Algebra	2	83	1	36
Geometry	1	9	1	1
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	9	1	1
Living Environment	2	49	1	36

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics	0	0	0	0
Global History and Geography	1	49	0	5
US History and Government	1	18	0	2
Foreign Language		43		42
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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. The school uses the Gates-MacGinitie reading test to assess literacy skills of ELLs. Results show that most ELLs read at grades 2-4. This information is cross-referenced with NYSESLAT scores for programming purposes and to guide instruction.
2. An analysis of data shows that students are progressing on average about one level each year on the NYSESLAT. Many students arrive unable to speak any English and can not answer any questions on the LAB-R. Thus the growth they make on the NYSESLAT shows improvement from the point of arrival. Data shows that are recent arrivals progress faster than our long term ELLs. This is because as students become more Advanced in English it becomes more difficult to pass to the Proficient level on the NYSESLAT.
3. In analyzing the NYSESLAT modalities we notice that students perform significantly better on Listening/Speaking than on Reading/Writing. This is true for most language learners as they will usually pick up the social language before academic. Teachers focus more heavily on the reading/writing skills in order to help students perform at a higher level on the NYSESLAT. All staff members who

work with ELLs receive and discuss NYSESLAT results. All staff members, in all subject areas, can incorporate ELL best practices into their lessons.

4. a. Generally speaking Advanced ELL students score higher on regents exams than Beginner ELLs even when both take the test in their Native Language. Generally as students move up in the grades they score higher on the NYSESLAT as they have more exposure and experience with English. Allowing students to take subject tests in their native language greatly improves their chances of success on these exams. Furthermore, the use of glossaries and access to exams in both English and the Native Language greatly assists students.

b. The results of the ELL periodic assessments are used for programming purposes and data-driven classroom instruction. All staff members are impacted by NYSESLAT data as they all currently or will in the future have ELLs in their classroom. As a result NYSESLAT data is shared with all staff at AEL. Furthermore, the modalities assessed on the NYSESLAT are present within all subject area (as all classes involve listening, speaking, reading and writing) so it is important that all teachers are aware of their students' specific needs.

c. From the use of periodic assessments we can again see that students struggle more with reading and writing than listening and speaking. Thus reading and writing is the central focus of class instruction.

5. N/A

6. The success of the ESL program is based on how ELLs perform in their content area classes and standard examinations, student feedback, credit accumulation, and course passage.

### Additional Information

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

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/2/11
	Assistant Principal		1/2/11
	Parent Coordinator		11/2/11
Mia Lefkowitz	ESL Teacher		1/1/01
	Parent		1/1/01
Eric Newville (Math/Data)	Teacher/Subject Area		11/2/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: K403 School Name: Academy for Environmental Leadershi

Cluster: 94 Network: 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**

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

We use the following data sources & methodologies to assess our school's written translation & oral interpretation the needs of the school:

- Adult Information Report (RADL) to determine the language dominance of the parent
- Feedback from parents at parent/teacher association (PTA) meetings
- Feedback from parent coordinator & other school personnel

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 demonstrate that: a) more than 70% of our families are Spanish dominant.

- a) Most attendees at PTA meetings are Spanish dominant families.
- b)The school will hire a DOE oral interpreter for PTA meetings.
- c) families require that messages sent home be provided in their native language.

## 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.

b) 2-3 staff members (secretary, paraprofessional, guidance counselor) translate memoranda sent home to parents in the native language (Spanish).

c) The school has utilized a contracted vendor to translate larger documents for the parents (i.e., student handbook).

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.

a) A DOE translator has been contracted (from DOE Interpretation Services) to translate in the native language for the families at PTA meetings.

b) School provides hired personnel to fulfill the needs of the families that are primarily being served (Spanish speaking, French). For other languages not spoken by the faculty, we contact the Interpretation Services available through the Department of Education.

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>.

We will continue providing families who require translation & interpretation services in this manner:

- a) At the school level, provide families with all information in their native language (orally or written).
- b) If the school is not able to provide interpretation services in a language NOT spoken by any of the faculty, the school will contact Interpretation Services to translate for the family via telephone (this system has been quite reliable for our school).
- c) We will continue to post the DOE generated and available translation & interpretation services signs to be displayed in several areas of the school.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Academy for Environmental Lead	DBN: 32K403
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Agriculture Program
Total # of ELLs to be served: 149
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Academy for Environmental Leadership's ELL program falls under the umbrella of the English Department with ESL self contained classes offered for all ELL Level 1 and Level 3 students. Students who are Levels 5 through 9 receive ESL service through a co-teaching (push-in) model with a certified ESL and certified English teacher.

The ELL program at AEL offers block classes to all ELLs. Students are scheduled to receive the mandated number of instructional minutes based on NYSESLAT proficiency. Beginners and Intermediate ELLs receive double block scheduling (90 min/day) of ELL classes, while more advanced students receive split scheduling of ELA and ESL. Beginning students receive 540 instructional minutes of ESL a week – this instruction is provided in 90 min of daily self contained instruction. Beginning students receive 360 instructional minutes of ESL a week – this instruction is provided in 90 min of daily self contained instruction, which amounts to 450 minutes.

Supplemental Instruction -

(1) Beginners and low intermediate students receive an additional 180 minutes of basic English Language/enrichment work regardless of academic grade level. Students are grouped by the level of English proficiency rather than grade designation. Our extended day classes therefore contains 9th, 10th, 11th and 12th graders who need additional support. They meet three times per week after school for 60 minutes each time from 3:00 - 4:00pm on Tuesdays, Wednesdays and Thursdays. During that class they will use specific texts purchased for their use during that time. An ESL administrator will work with an ESL teacher during this time in order to build capacity and ensure rigorous academic intervention. (There will be a total of 63 hours of instruction.)

(2) 11th and 12th graders who have not yet passed the English Regents will receive direct reading and writing workshop classes in preparation for the January and June Regents. They will meet with an ESL/English teacher after school two times per week for 60 minutes from 3:00 - 4:00 on Tuesdays and Thursdays. (There will be a total of 42 hours of instruction.)

(3) Eight to ten students were selected to participate in a zero period (before school) phonics awareness/building activity with a trained ESL specialist in order to improve their decoding skills as well and oral reading ability. These students were selected based on teacher recommendation/knowledge of the students' difficulty with reading in English. This will take place three times per week (Mondays, Wednesdays and Fridays) for 45 minutes per session. (There will be a total of 63 sessions = 47.25 hrs of instruction.)

### Part B: Direct Instruction Supplemental Program Information

(4) An additional 10 students are part of our Green Team Initiative. They will continue to participate in a program that is part of our Bushwick Campus Farm project. One of our ESL teachers is also our Sustainability Coordinator. He works with ESL students who voluntarily work on the farm after school. He focuses on building students' English language skills around environmental issues. He focuses on increasing their science vocabulary linked to both Living Environment and Earth Science and tries to access all modalities with particular emphasis on speaking and listening. Students meet for 90 minutes two times per week on Tuesdays and Thursdays. (There will be a total of 42 hours of instruction)

Student incentives will be awarded to students who attend classes regularly and make measurable gains during the length of these programs.

A Promethean Board will be purchased for the classroom in which instruction primarily take will take place.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development:

For our teachers to be successful in their pursuit of improvement, professional development is critical. In addition, for non-tenured teachers - Professional Development is required to be included in their tenure package. We offer teachers the opportunity to identify the professional development they believe would help them be successful in improving not only their teaching skills but also student learning. The key is to focus on strategies that are considered high leverage. In other words, professional developments that have the potential to make significant impact in developing their teaching strategies.

Presently we have 149 ELLs attending our school. Because of this need, we have instituted weekly professional development (1 period/week). (Please list and write titles of PD workshops offered. These professional development topics were selected in collaboration with staff:

Looking at student work

Data Driven Instruction

Content Area Conversations by Fisher & Frey

Understanding by Design by Grant Wiggins and Jay McTighe

Effective Teaching Strategies by Robert J. Marzano

### Part C: Professional Development

Classroom Management/Assertive Discipline

Transforming School Culture By Anthony Muhammad

Accountability by Douglas Reeves

Professional Learning Communities by Robert DuFour and Richard Eaker

Sentence Starters by Anita Archer

In addition, we will develop Individual Professional development Plan (IPDP) by utilizing reflective practice, teachers will participate in the inquiry process by first spending time analyzing their current and previous students' performance results. By disaggregating the data, it will help them develop an understanding of the student achievement areas that are in need of improvement. Teachers will use a self-reflection tool to review the results to gain insight into possible accomplished practices that they would like to focus on for improvement. These results should be reflected in the IPDP. The actual self-assessment results should be personal to the teacher, but they can share their reflections of the results with the administrator.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

(Please list and write titles of Parent workshops offered in the Parent section. Describe your parental involvement activities.)

We will continue offering these activities in order to provide continuity:

Parent workshops have included the following topics which began in the fall 2012 semester and are still going on:

- 1) Accessing & Understanding the ARIS Parent Link (PTA meeting);
- 2) College Readiness (PTA meeting);
- 3) Gang Awareness (PTA meeting)

**Part D: Parental Engagement Activities**

- 4) Understanding Regents Examinations & How Can We Help at Home to Support our Children (PTA meeting);
- 5) How to Manage & Support our Youngsters at Home: Best Strategies for Helping my Child at Home (PTA meeting).

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$15028

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$9,749.00	1 Teacher X 63 hrs (21 weeks) = \$3,162.00 (extended day beginners)  1 Teachers X 42 hrs (21 weeks) = \$2,108.00 (Regents prep)  1 Teacher X 47.5 (45minutes sessions) = \$2,371.00 (phonics extended day)  1 Teacher X 42 hrs (21 weeks) = \$2,108 (Green Team)
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	.00	
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	What A World Bk 1 (20 X 27.65) What A World Bk 2 (20 X 27.65) What A World Bk 3 (20 X 27.65) Manual and CDs (6 X 20.00)  Keys to Learning Workbook (20 X 15.19) Keys to Learning Student Book (20 X 34.02)  (TOTAL = \$2763.00)	These texts are specifically designed to fill in the gaps in student learning and move them toward proficiency.
Educational Software		

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15028

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		????
Other	Promethean Board = \$2000.00	Partial payment for Promethean Board for classroom in which ESL instruction will take place.
	Student awards and incentives \$516.00	Flash drives, bookbags, school supplies
<b>TOTAL</b>	<b>\$15,028.00</b>	