



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR ENVIRONMENTAL STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M400

PRINCIPAL: SHIRLEY H. MATTHEWS EMAIL: SMATTHE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Shirley H. Matthews	*Principal or Designee	
Glen Pandolfino	*UFT Chapter Leader or Designee	
Jo Goodson Tiedeman	*PA/PTA President or Designated Co-President/SLT Co-Chair	
Olivia Jeffrey	DC 37 Representative, if applicable	
Brian Siranula, James Bing, Dong Yi Chen, Rebecca Fayeemi	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Luis A. Nazario	Member/AP/SLT Co-Chair	
Yamina Benmbarek	Member/Parent	
Marva Cousins	Member/Parent	
Marisol Flores	Member/Parent	
Marcia Perdue-Charles	Member/Parent	
Dora Treanor	Member/Teacher	
	Member/	

** 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

To increase the four year graduation rate from 82.1% in 2012 to 83% in 2013 as measured by the NYC Progress Report.

Comprehensive needs assessment

The school's four year graduation rate was 83.2% in 2010-2011, and 82.1% in 2011. Results from the 2010-2011 and 2011-2012 State Report Cards show that the school did make AYP, but the school continues to focus on graduation, especially for students in the previously mentioned subgroups. The NYC Progress Reports for the past three years have shown that credit accumulation rates, an indicator of progress towards graduation is an area of weakness for the school, especially for students in the School's Lowest Third.

Instructional strategies/activities

Guidance Counselors will continue to visit all grade levels to outline graduation requirements. Assistant Principals and Guidance Counselors will meet and focus on students who are off track in each cohort. Students will outline short-term and interim goals towards their final goal of meeting graduation within four years. Develop engaging individualized activities that appeal to a broad range of students' learning styles and interests. Examine curriculum for courses where students have not met with success for gaps/inconsistency. Continue to provide strategies for credit recovery through iZone. Scholarship Reports will be analyzed with teachers at the end of each marking period. Teacher teams to examine student work and determine modifications to instructional strategies. Professional Development Teacher Team will meet with Teacher teams and administration to determine teacher needs and plan professional development opportunities for teachers.

Strategies to increase parental involvement

Parent workshops planned on parent responses to Parent Coordinator/PTA surveys. Use of PupilPath/Skedula to inform parents about student progress and provide communication with individual teachers. Senior Parent meetings. Biweekly Evening Counseling for parent outreach. Parent representatives to school committees (SLT, Safety, etc.)

Budget and resources alignment

- Indicate your school's Title I status: 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: Fair Student Funding, Tax Levy, Title III funding for outreach to parents of ELLs and ESL teachers for after-school Student Study Center.

Service and program coordination

RAPP relationship abuse counselor, SPARK counselor, The Jewish Board and ERSS Social Workers. Sponsors for Educational Opportunities (SEO) provide tutoring and scholarship money.

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

For the 2012-2013 school year, the school will raise the percentage of students in their first, second, and third years earning 10+ credits to 85%

Comprehensive needs assessment

An analysis of the school's previous Progress Reports show that the percentage of students in their first, second, and third years of school are the weakest metrics for the school. These are the only metrics in which the school is below the median for city schools. As these are indicators of progress to graduation, the school is focusing on credit accumulation for all students, especially students at risk of not graduating in four years.

Instructional strategies/activities

Guidance Counselors will continue to visit all grade levels to outline graduation requirements. Assistant Principals and Guidance Counselors will meet and focus on students who are off track in each cohort. Students will outline short-term and interim goals towards their final goal of meeting graduation within four years. Develop engaging individualized activities that appeal to a broad range of students' learning styles and interests. Examine curriculum for courses where students have not met with success for gaps/inconsistency. Continue to provide strategies for credit recovery through iZone. Scholarship Reports will be analyzed with teachers at the end of each marking period. Inquiry Teams to work with at-risk students, and Students with Disabilities. Professional Development Teacher Team will meet with Inquiry Teams to determine teacher needs and plan professional development opportunities for teachers.

Strategies to increase parental involvement

Parent workshops planned on parent responses to Parent Coordinator/PTA surveys. Use of PupilPath/Skedula to inform parents about student progress and provide communication with individual teachers. Biweekly Evening Counseling for parent outreach. Parent representatives to school committees (SLT, Safety, etc.)

Budget and resources alignment

- Indicate your school's Title I status: 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: Fair Student Funding, Tax Levy per session for Guidance Counselors for Evening Counseling, Title III funding for outreach to parents of ELLs and ESL teachers for after-school Student Study Center.

Service and program coordination

RAPP relationship abuse counselor, SPARK counselor, The Jewish Board and ERSS Social Workers. Sponsors for Educational Opportunities (SEO) provide tutoring and scholarship money.

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

In the 2011-2012 school year, the attendance rate was 91.5%. For the 2012-2013 school year we will increase the attendance rate to 92% as measured by the ATS report RSAL.

Comprehensive needs assessment

In the 2010-2011 school year, attendance was 90%. For the 2011-1012 school year the attendance rate rose to 91.5% The importance of attendance, especially for high needs students, continues to be a main focus of the school.

Instructional strategies/activities

Encourage 9th graders to maintain a goal of at least 90% attendance. Expand on work of attendance team. Meet with students who have attendance issues prior to school starting to place students on an attendance contract that student and parents sign. Have SPARK counselor conduct groups with students who have attendance issues (15 or more absences for school year). Create an Incentives/Awards Team for the purpose of coming up with ideas to motivate students to attend school on a regular basis. Attendance Teacher makes home visits to identify students with poor attendance and develop plans with family.

Strategies to increase parental involvement

Parent workshops planned on parent responses to Parent Coordinator/PTA surveys. Use of PupilPath/Skedula to inform parents about student progress and provide communication with individual teachers. Biweekly Evening Counseling for parent outreach. Parent representatives to school committees (SLT, Safety, etc.)

Budget and resources alignment

- Indicate your school's Title I status: 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: Fair Student Funding, Tax Levy, per session funding for Guidance Counselors and Paraprofessionals for Evening Counseling and attendance outreach calls.

Service and program coordination

RAPP relationship abuse counselor, SPARK counselor, The Jewish Board and ERSS Social Workers. School's Attendance Team meets regularly with outside agencies to explore attendance incentives.

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	Regents Support class for 11 th grade ELLs to prepare for English Regents. Decoding course for IEP students. After-school Student Study Center	Small group, one-to-one, tutoring	During and after school day.
Mathematics	Four term Integrated Algebra/Algebra 2/Trigonometry courses for students with lower 8 th grade Math score. Math Center. After-school Student Study Center	Whole class, small group, one-to one. Tutoring.	During and after school day.
Science	Environmental Seminar – skills based course to prepare Freshmen. After-school Student Study Center. Foundations Editions of Biology texts.	Whole class, small group, one-to one. Tutoring.	During and after school day.
Social Studies	World Historical Perspectives. After-school Student Study Center.	Whole class, small group, one-to one. Tutoring.	During and after school day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Individual and group counseling for at risk students. Referrals to after school tutoring, health and family services. RAPP relationship abuse counselor, SPARK counselor, The Jewish Board counselor. Evaluations and referrals for IEPs, three year reviews. Individual and group counseling. The Jewish Board counselor</p>	<p>Whole class, small group, one-to one. Tutoring.</p>	<p>During and after school day.</p>

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.

Teachers are hired based on appropriate licensing at time of employment. All teachers are provided with professional development opportunities planned by the Professional Development Teacher Team made up of teachers from all disciplines.

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- 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 Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

The High School for Environmental Studies will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *Our teachers will meet monthly for in-depth professional development. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - *Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using Common Core Learning Standards as a guide.*
 - *Teachers will use assessments to plan instruction according to their students' needs. Academic intervention will be provided to support the struggling students.*
 - *The students will be given many resources to assist them in their educational journey; appropriate text books, classroom libraries, access to laptop computers, etc.*
- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - *On October 25 and 26, 2012 and March 14 and 15, 2013*
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Official report cards will be distributed at the end of each of the six marking periods).*

- *Parents will be provided access to ARIS and PupilPath as a means of monitoring their child's performance and progress.*
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting.*
 - *The Principal and Assistant Principals have an open door policy.*
 - *Bi-weekly Evening Counseling*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- **Supporting my child's learning by making education a priority in our home by:**
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my children's education;**
- **Promoting positive use of my child's extracurricular time;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Communicating positive values and character traits;**
- **Respecting the cultural differences of others;**
- **Helping my child accept consequences for negative behavior;**
- **Being aware of and following the rules and regulations of the school and district;**
- **Supporting the school discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

STUDENT BEHAVIORAL AGREEMENT

I KNOW I HAVE THE RIGHT TO:

- Be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;
- Due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or removed from class.

HSES STUDENT BEHAVIORAL AGREEMENT

I agree to:

- Come to school on time;
- Appear for each of my classes at the start time, ready to begin work;
- Be prepared with appropriate materials and all assignments;
- Show respect to all members of the learning community;
- Resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites;
- Behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request. I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request;
- Take responsibility for my personal belongings and respect other people's property;
- Dress appropriately and not wear any suggestive clothing including skinny tank-tops, midriffs, short-shorts, or mini-skirts;
- Refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandanas) and refrain from using gang signs, calls, chants, movements, handshakes;
- Refrain from bringing weapons, illegal drugs, controlled substances and alcohol to school;
- Refrain from bringing personal possessions that are disruptive (e.g., cell phone, MP3 player) in school;
- Share information with school officials that might affect the health, safety or welfare of the school community;
- Keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;
- Follow all rules in the Discipline Code, academic contract and locker contract
- Behave responsibly as described in the Bill of Student Rights and Responsibilities.

Other Responsibilities

The High School for Environmental Studies will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen/Jie Zhang	District 02	Borough Manhattan	School Number 400
School Name High School for Environmental Studies			

B. Language Allocation Policy Team Composition [i](#)

Principal Shirley H. Matthews	Assistant Principal Luis A. Nazario
Coach type here	Coach type here
ESL Teacher Sara Rust	Guidance Counselor Juana Torres
Teacher/Subject Area Glen Pandolfino/Social Studies	Parent type here
Teacher/Subject Area type here	Parent Coordinator Wanda Adams
Related Service Provider Barbara Harris, AP ISS	Other AnnMarie Dull, AP Humanities
Network Leader type here	Other type here

C. Teacher Qualifications [i](#)

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	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	7
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1413	Total Number of ELLs	106	ELLs as share of total student population (%)	7.50%
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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. 

During admissions interviews with Guidance Counselors, students who may be ELLs, or over the counter admissions from foreign countries are interviewed by the Assistant Principal of the ESL Department or an ESL teacher, both all of whom are fully licensed in TESOL. Students are asked to produce a writing sample, an informal review of transcripts is done, and students asked about their coursework. On site translation is available in Spanish, Chinese, Russian, and Polish. For other languages, over the phone translation is used. Parents complete the Home Language Identification Survey during this initial interview, and students are scheduled to take the LAB-R and/or Spanish LAB over the following two days. Parents are provided with a description of the school's ESL program, as well as their options regarding other program options during admissions when they are shown video included in EPIC in their native language. Parents unanimously request placement in ESL and not Bilingual Education classes. NYSESLAT testing takes place in the Spring with test administered by Sara Rust and Ileana Teodorescu Soare, licensed ESL teachers and Luis Nazario, Assistant Principal. ATS reports RLER and RLAT, along with data from Skedula/Datacation are consulted to determine eligibility. Students are sent exam invitations and testing takes place in a suite of classrooms that is closed down for the testing period of three days. The Reading, Writing, and Listening portions are administered in two classrooms. The Speaking is administered individually in a third room by the ESL teachers and Assistant Principal.

Entitlement and Placement letters are distributed by the two ESL teachers and maintained by the Assistant Principal's Secretary

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										8	8	8	8	32
Total	0	0	0	0	0	0	0	0	0	8	8	8	8	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	23
SIFE		ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	57

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	24		5	29		6	57		12	110
Total	24	0	5	29	0	6	57	0	12	110

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										35	23	12	5	75
Chinese										5	2	1	3	11
Russian														0
Bengali										2	1	1		4
Urdu														0
Arabic										2		1		3
Haitian											1			1
French											1			1
Korean										1				1
Punjabi														0
Polish														0
Albanian											1	1		2
Other										4	3	4	1	12
TOTAL	0	49	32	20	9	110								

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?

HSES uses a Freestanding ESL Program. All ESL classes are taught by two fully licensed ESL teachers. At the Beginning level, students receive three periods of ESL (675 minutes/week). At the Intermediate level, students receive two periods of ESL (450 minutes/week) Advanced students are programmed for a period of ESL (225 minutes/week), and one period of English Language Arts (225 minutes/week). Eligible Juniors and Seniors are programmed for an ELA Regents support class to prepare them for the English Regents. The school does not have any bilingual classes. Students are interviewed upon admission, given placement tests, their NYSESLAT scores evaluated, and programmed for the appropriate level of ESL. Based on their placement scores, content area courses are programmed accordingly. Students identified as having interrupted formal education records have been evaluated in consultation with the Assistant

A. Programming and Scheduling Information

Principal, Special Education, and these students have been programmed for a decoding class (Wilson model) in the Special Education department along with their ESL classes. Newcomer students are programmed for a support class modelled on the School's Seminar class which stresses study skills, computer skills, and an introduction to the school's focus using a layered curriculum. Long term ELLs academic records are checked in consultation with the Guidance Counselor. To support students who have tested out of ESL, students' records are evaluated to program students for placement in a support class alongside their English course. These students are programmed for Regents exams in ELL rooms and are provided with extended time and glossaries.

HSES provides all students, including ELLs with a rigorous academic program. The curriculum has not been modified other than to allow for students use of dictionaries and inclusion of ESL strategies. ELLs are present in all classes, including Advanced Placement courses. Students are offered the opportunity, but the great majority opt to take their Regents examinations in English. They are allowed use of glossaries and extended time, consistent with state and city regulations. Teachers on staff have been trained in the use of Achieve3000, Renzulli Online Learning, and BrainPop to differentiate instruction.

ESL teachers work closely with teachers in other departments to support students. Being a thematic school, the environment is woven into all classes, and many units planned for ESL classes are interdisciplinary and support work done in other classes. In keeping with the school's educational philosophy, ESL courses stress cooperative learning, interdisciplinary lessons, and thematic units. Staff development is provided for teachers at monthly professional development meetings. Both ESL teachers attend workshops outside of the building in order to keep up with trends in ESL instruction and have participated in QTEL training. Professional development has been provided for content area teachers in developing academic language in response to teacher concerns about ELLs.

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

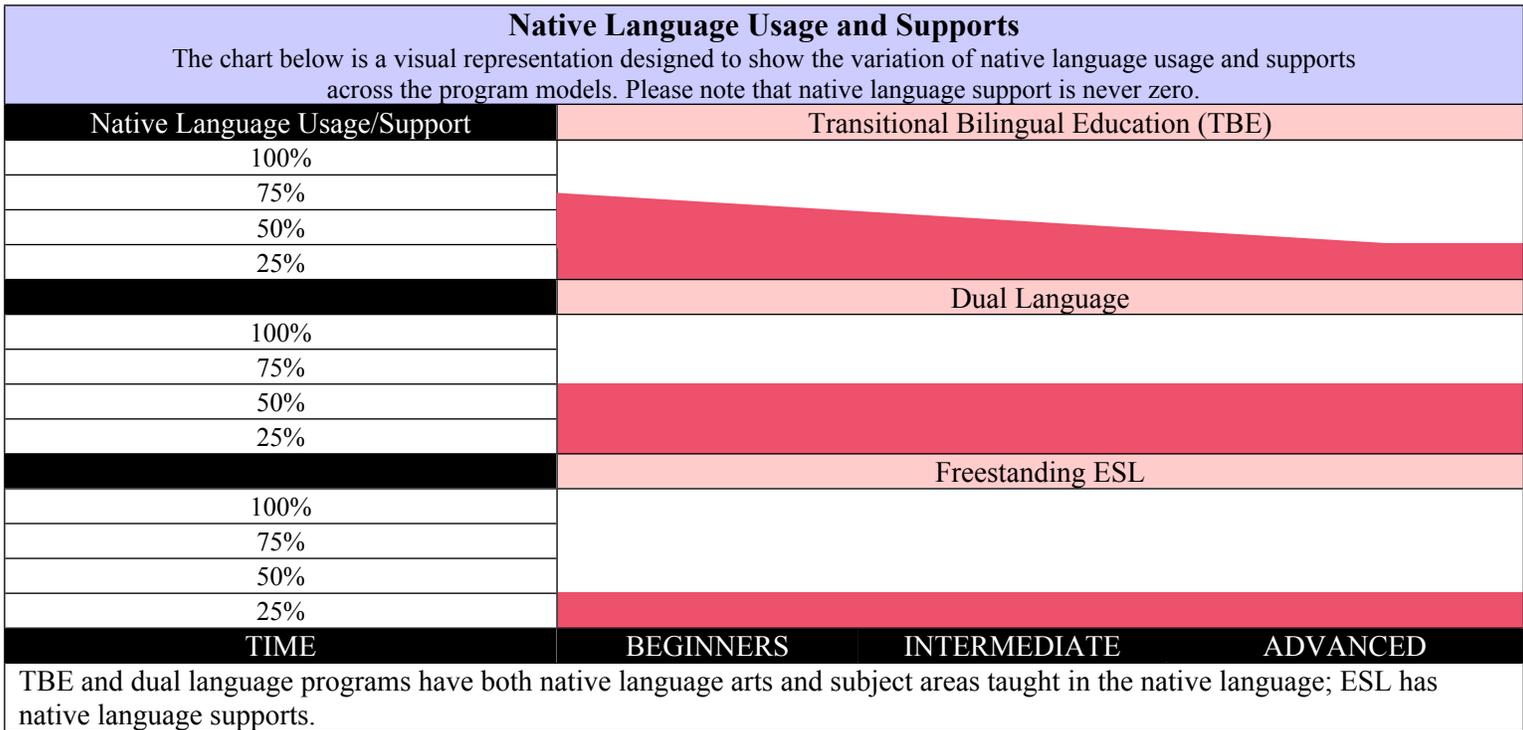
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



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?

This year, HSES will use the Title III grant to provide ELLs with extended support and access to the school's library after school. The library will be staffed by both licensed ESL teachers and content area teachers to provide tutoring and homework help. The High School for Environmental Studies' Title III program supplements the regularly scheduled English and content area instruction. It targets students who will be taking the Regents examinations in the three previously mentioned subjects – primarily 10th-12th graders. Study skills, note-taking skills, task analysis, and use of SOAPSTONE model and GRAFF Template will provide students with familiarity in responding to literacy based items across disciplines.

Students in the 11th grade, and other students who will sit for the English Regents are programmed for a Regents prep course taught by a licensed ESL teacher. This course meets daily and provides intensive support for students. 9th grade students are programmed for a support class that mirrors the school's Environmental Seminar class, but is taught by a licensed ESL teacher. 9th graders also participate in two mandatory orientation sessions in June and August. During placement testing these students are interviewed by the ESL department to determine the appropriate placement for September. Dual entitled students (ELL-SWDs) who have IEPs are also interviewed by teachers in the Special Education department. Each student is evaluated and decisions are made in consultation with the Assistant Principal of Instructional Support Services as to most appropriate placement based on students' needs. To support ELLs in Science, Foundations Editions of Miller & Levine's Biology are available to students. Content is identical, but reading level is simplified. Multilingual glossaries are also available for the text. For Social Studies, Spanish versions of Ellis & Esler/ World History is provided as a support. All teachers have been provided training in the use of SMARTBoards, EduGame, Renzulli, Achieve3000, and Brainpop.

Native language support is available for Spanish speaking students. All students may take Spanish, French, Italian, or Japanese as a foreign language. The school's ELLs participate in all school programs, including the Arts and Advanced Placement courses.

As a result of the school's small ELL population, students who test out of the program are monitored closely and given their accommodations for Regents exams, and the Guidance Counselors and ESL teachers work closely with content area teachers and English teachers to support students' continued language development. ELLs periodically meet with their Guidance Counselors and ESL teachers to discuss and plan their programs and their placement in electives.

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.

Both of the ESL teachers at the school have participated in QTEL, and workshops offered through our network. In addition, both teachers are members of the school's Professional Development Team (made up of teachers from all disciplines, Special Education teachers, ESL teachers, and Assistant Principals) which plans professional development for all staff in the school. Workshops on Academic Language, and incorporating ELL strategies in content area classes have been facilitated by members of the Professional Development Team. Freshmen, including ELLs are provided with a freshman Environmental Seminar class which is a projects based class to support students and build their academic skills. These teachers meet regularly to monitor student progress and make changes to curriculum.

Professional development is provided for all teachers at monthly 90 minute Professional Development sessions, planned and facilitated by the Professional Development Team. In addition, groups of teachers conduct learning walks and intervisitations to exchange best practices for all students.

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?

Parents of incoming students attend two mandatory orientation sessions in the spring and summer. They are given workshops to explain the program choices, as well as to familiarize them with the program run at HSES. Students who register over the counter are interviewed by the Assistant Principal of the ESL Department, and are referred to the parent Coordinator to view materials in their native language. As the school's reputation is well known in the community, parents invariably are eager to take part in the school's vision and mission. The diverse teacher population facilitates communication with parents. Staff is available to translate both orally and to translate written documents in Spanish, Chinese, Russian, as well as other less needed languages. The school uses a Phone Messenger system that sends out calls in multiple languages, and documents are mailed out in Spanish and Chinese, the two largest languages represented. Translators are available for PTA and other parent meetings. Evening counseling is available twice monthly. Phone Messenger calls through the Parent Coordinator in English, Spanish, and Chinese are used to survey parent interests in workshops. Messages are also sent out through Skedula/Datacation in multiple languages to survey parents. Parent workshops on parenting skills, basic computer skills, use of Snapgrades and Skedula/PupilPath, and Enact parenting skills workshops.

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)										3	0	0	1	4
Intermediate(I)										19	10	9	7	45

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										32	8	9	0	49
Total	0	0	0	0	0	0	0	0	0	54	18	18	8	98

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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	18		7	
Integrated Algebra	55	5	27	5
Geometry	3		3	
Algebra 2/Trigonometry	0		0	
Math				
Biology				
Chemistry	0		0	
Earth Science	1		1	
Living Environment	46		25	
Physics	0		0	
Global History and Geography	35		13	
US History and Government	14	1	5	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

NYSESLAT results show that Reading/Writing are the weaker modalities in our students. To address this our ESL courses are structured as follows:

-Students at the Beginning level are programmed for three periods of ESL with a licensed ESL teacher. One period focuses on nonfiction, and grammar, one period focuses on creative writing, fiction and poetry, and the third focuses on writing and reading skills through a content based approach focusing on the environmental theme of the school.

-Students at the Intermediate and Advanced levels are programmed for two periods of ESL with a licensed ESL teacher. One period focuses on nonfiction and grammar, and one period focuses on creative writing, fiction, and poetry.

-An ESL teacher was assigned to one-on-one conferencing as her professional assignment to meet with ELLs.

Students at HSES, while given the opportunity to take exams in their native language, elect to take the examinations in English. As such, there is not data to compare performance on examinations taken in students' native languages. The poor results for the Humanities exams - Global, US History, and English indicate that students should be encouraged by their teachers to request translated exams where available. Teachers will provide students with practice in using both exams during preparation sessions.

Teachers in the ESL Department individually conference with students throughout the year to monitor their progress and provide them with feedback. Teachers meet with the department Assistant Principal to examine individual teacher data, as well as samples of student work.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: High School for Environmental

School DBN: 02M400

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shirley H. Matthews	Principal		1/1/01
Luis A. Nazario	Assistant Principal		1/1/01
Wanda Adams	Parent Coordinator		1/1/01
Sara Rust	ESL Teacher		1/1/01
	Parent		1/1/01
Glen Pandolfino	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Juana Torres	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Barbara Harris	Other <u>AP ISS</u>		1/1/01
AnnMarie Dull	Other <u>AP Humanities</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M400 **School Name:** HS for Environmental Studies

Cluster: 2 **Network:** CFN 201

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

Part A: Needs Assessment Findings

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

All parents are greeted by our Parent Coordinator. If a parent indicates that they do not speak English, cards are available for the parent to identify their native language. If in-school interpreters are not available, the DOE's over the phone translation services are used. All this information is kept in student folders by the Guidance Counselor and Assistant Principal of the ESL Department.

Home Language Surveys were consulted, ATS Reports, RPOB, and polling of Guidance counselors and ESL Teachers were used, and analyses of student population in ESL courses, as well as of students who have recently become proficient, and of non-LEP students.

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 following languages are represented at HSES in large numbers: Albanian, Chinese (Amoy, Mandarin, Cantonese), Bengali, Arabic, Russian, Polish, Korean, Croatian, Spanish, Haitian Creole. Information was provided to staff at Faculty meetings and department meetings. All staff have been provided with information on using the Department of Education's over the phone translation services.

Interpretation signs are posted in the Main Lobby, Parent Coordinator's office and Guidance Suite in multiple languages. The Parent Bill of Rights is posted in multiple languages in the Parent Coordinator's office. Translation cards are at the Main Desk, as well as parent Coordinator's office.

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.

The following documents are to be translated: HSES Handbook, HSES Student Agreement, Graduation Requirement Document, Course Curricula, Course Student Contracts, College Newsletter, PTA Newsletter and Academic Intervention Correspondence. Documents will be translated and made available to parents at Orientation, Open School Night, upon admission, and at ELL parent meetings. Translations will be done by staff when possible.

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.

With advance notice, school will arrange for oral translations for suspension and guidance conferences. Translations will be done by staff when possible. The DOE's over the phone translation services will be utilized for languages not spoken by any staff member.

Translators for Spanish and Chinese speaking parents are available for all PTA meetings, Open School Conferences, and other parent events.

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>.

The school will provide information at Freshman Orientation
The letters will be sent home to all students
Information will be posted on the school website

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: HS for Environmental Studies	DBN: 02M400
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

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: To support the ELLs at our school, this year, HSES will use the Title III grant to continue a Student Study Center. In order to support instruction, the Study Center will be based in the school's library so that students and teachers have access to a variety of resources at all times. During that time, ESL, Instructional Support Service, and subject area teachers will provide supplemental instruction in Regents level courses and core courses in English, Science (Living Environment, Earth Science, Chemistry), Math (Algebra, Geometry, and Algebra 2/Trigonometry) and Social Studies (Global and US History). Teachers will meet with students and provide small-group instruction according to the following schedule:

Monday - Social Studies

Tuesday - Science

Wednesday - English

Thursday - Math

Teachers will also provide support with homework, questions about class work, studying for an exam, general reading and writing skills. The Student Study Center provides support for all students, including ELLs with IEPs with teachers from every subject area providing assistance through one-to-one tutoring, small group instruction, as well as peer-tutoring. Licensed ESL teachers will provide targeted assistance in English Language and Literacy support from 3:00PM to 5:00PM, and content area teachers will be available from 4:00PM. The Student Study Center will be open until 5:00 pm from Monday through Thursday.

Students will be identified, and mandated to attend through consultation with subject area and ESL teachers, guidance counselors, using teacher data from uniform periodic assessments, and as identified through RTI Level 1 forms.

The combined efforts of the ESL and content area teachers will help prepare ELLs for their content area classes and for Regents exams. The High School for Environmental Studies' Title III program supplements the regularly scheduled English and content area instruction. Study skills, note-taking skills, task analysis, and a familiarity with rubrics used in grading the Regents examinations will be stressed as well. Upon consultation with teachers and Guidance Counselors, ELLs who are identified as at risk will be mandated to attend.

The full library resources will be available, and Foundations and Spanish language editions of content area textbooks will be available. Teachers and students will make use of Castle Learning online, Discovery Learning online, WorldBook online, and Kaplan Regents Prep books in the following subjects: English, US History, Global Studies, Algebra, and Living Environment.

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: HSES will continue the many of the same professional development activities as last year. The Title III Professional Development program will provide teachers with a strong background to help support ELLs in High School for Environmental Studies' Student Study Center. All participating teachers will participate in workshops to familiarize them with the specific needs of ELLs, Common Core Learning Standards, Academic Language. The workshops will be facilitated by the Assistant Principals of the ESL, Science, and Humanities departments (Nazario, Santiago, and Dull), and ESL teachers (Soare and Rust). Sessions will be monthly throughout the year to allow teachers to identify best practices and provide feedback. Topics will include training for SMARTBoard/SMART Response, Edugame, Castle Learning online, Brainpop ESL and Espanol, Assessment and Questioning, SOAPStone and the Graff Template.

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:

In order to provide parents with information to best support their child, quarterly workshops will be offered on use of PupilPath/Skedula and ARIS to inform parents about student progress and provide communication with individual teachers, graduation requirements, the college application process and financial aid, resources available at the school, and basic computer skills. These workshops will be presented by the Assistant Principal of ESL (Nazario) and Parent Coordinator (Adams) and Librarian (D'Errico). In addition parents will be offered biweekly evening counseling and workshops offered in conjunction with the PTA and ENACT. Translators will be available for these workshops. Notification will be made through the PhoneMessenger, Skedula, and on the school's website as well as mailings and backpack letters.

Part E: Budget

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

Allocation Amount: \$11200

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"> • Per session • Per diem 	10,012 \$210 \$210	200 hour per session for ESL and content area teachers 4 hours per session for supervisory per session for PD workshops 4 hours per session for Guidance Counselor for parent workshops
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$768	General instructional supplies.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,775	