Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M635

PRINCIPAL: IRMA GARCEAU **EMAIL:** IGARCEA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

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
IRMA GARCEAU	*Principal	
FRANK HANDIBODE	*UFT Chapter Leader	
JEFF EVANS	*PA/PTA President	
NATALIE PAGE	DC 37 Representative	
BRANDON MELENDEZ	Student Representative	
GUSTAVO GONZALEZ	Student Representative	
JESSE MECHANICK	Member/UFT	
SAMANTHA CARATINI	Member/PARENT	
ENIRMA ZARAGOSA	Member/PARENT	
VACANCY	Member/PARENT	

** 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

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

To demonstrate an increase of 3% in the graduation rate of cohort 2013 students from 43.0% to 46.0% by August 2013.

Comprehensive needs assessment

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

A 3% increase in the graduation rate is achievable this year for cohort 2013. This group has been closely monitored and tracked for more than three years. A student tracker tool has been employed to get a visual picture of every student at a glance and to quickly identify where students are excelling or lagging. The bilingual guidance counselor that began working at the school last year has developed close relationships with students and parents; her ability to communicate with both groups in Spanish has made a big difference. College and career planning has been instituted and serves to help motivate students to want to fulfill graduation requirements. The dramatic changes in school tone that have taken place over the past few years have turned AES into a school where the expectation of graduation in 4 years is the norm. To that end, students demonstrate daily that they are invested in their own education and are willing to put in the extra time and effort in afterschool AIS classes, Saturday Academy, and intensive regents preparation.

Instructional strategies/activities

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

Students will be programmed for the courses needed for graduation based on an analysis of their individual transcripts. All students will be given full programs. Classes will be created and will be scheduled so that students in need of particular classes can fit them into their schedules. A Saturday Academy will be offered starting in early December and then again in early May in order to increase students' chances to be able to graduate in four years. Extensive outreach will be conducted to raise graduation standards and to increase the number of Regents diplomas that are awarded to students. The PLATO system will be utilized to assistant with credit recovery only if students meet the current credit recovery criteria. Parents will be kept abreast of course outcomes and students will be provided with the necessary interventions to promote graduation in four years. Transcript review days will be scheduled to take place in the fall and in the spring. College awareness will be supported through the guidance counselor and will be utilized as a means of increasing and promoting the graduation initiative. Instructors will be actively involved in the decision making/course planning process and in the formulation of assessments that are aligned to Regents standards. They will be trained in the design of Regents-based assessments and in the utilization of line-item analysis as a means of pinpointing gaps in earning and as a means of aligning their instruction to student needs. The administrative team and teachers worked closely to develop collaboratively a classroom observation rubric that focuses on six key Danielson competencies related to planning, engagement of students, and assessment strategies. Professional development is being embedded in to the feedback through the implementation of the PD 360 and Observation 360 programs. The timeline for implementation of the strategies is September 2012 through August 2013.

Strategies to increase parental involvement

The strategies and activities in our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal are:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- ensuring 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;
- maintaining a staff person to serve as a liaison between the school and families;
- scheduling parent 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;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent
- Committee;
- 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 designed to keep parents informed about school activities and student progress;
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.

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.

__X__ Tax Levy __X__ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

FSF will support instructor salaries. Title I will support professional development within and outside of the school focusing on teacher training and curriculum development. Funding will be set aside in OTPS to support curriculum development, staff development, and per-session activities outside of the school day; also, educational software, equipment, and supplies including PD 360/Observation 360, Achieve 3000 and PLATO licenses.

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

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

To demonstrate a combined 3% increase in passing rate among all students taking or retaking any math regents examination in January, June, and August inclusive.

Comprehensive needs assessment

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

For many years, the passing rates on all math regents exams (Algebra, Geometry, Trigonometry) combined lagged behind all other subject areas. The mathematic department suffered from instability and transition each year due to the excessing of faculty as a result of the schools phase-out status. A highly qualified bilingual math instructor was hired last year and he has been able to move students significantly in all the math classes. This has been the result of innovative instruction that infuses technology on a daily basis, the establishment of collaborative team teaching classes, and the utilization of the assigned Absent Teacher Reserves (ATR's) to push in to math classes to provide students with additional support. This year, we are focusing on providing intensive support to all students who will take or retake the Algebra regents exams in January, June, and August of 2013 by scheduling AIS in the afternoon, by reviewing transcripts and carefully programming students each marking period cycle, and by running Saturday Academy's in December-January and May-June. All eligible students have been identified for the January 2013 administration and informed of the need participate in one of the prep programs offered. The guidance counselor has been actively involved in meeting with students and parents as a means of keeping students motivated.

Instructional strategies/activities

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

Students will be programmed for the courses needed for graduation based on an analysis of their individual transcripts. All students will be given full programs. Classes will be created and will be scheduled so that students in need of particular classes can fit them into their schedules. A Saturday Academy will be offered starting in early December and then again in early May in order to increase students' chances to be able to graduate in four years. Extensive outreach will be conducted to raise graduation standards and to increase the number of Regents diplomas that are awarded to students. The PLATO system will be utilized to assistant with credit recovery only if students meet the current credit recovery criteria. Parents will be kept abreast of course outcomes and students will be provided with the necessary interventions to promote graduation in four years. Transcript review days will be scheduled to take place in the fall and in the spring. College awareness will be supported through the guidance counselor and will be utilized as a means of increasing and promoting the graduation initiative. Instructors will be actively involved in the decision making/course planning process and in the formulation of assessments that are aligned to Regents standards. They will be trained in the design of Regents-based assessments and in the utilization of line-item analysis as a means of pinpointing gaps in earning and as a means of aligning their instruction to student needs. The administrative team and teachers worked closely to develop collaboratively a classroom observation rubric that focuses on six key Danielson competencies related to planning, engagement of students, and assessment strategies. Professional development is being embedded in to the feedback through the implementation of the PD 360 and Observation 360 programs. The timeline for implementation of the strategies is September 2012 through August 2013.

Strategies to increase parental involvement

The strategies and activities in our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal are:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- ensuring 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;
- maintaining a staff person to serve as a liaison between the school and families;
- scheduling parent 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;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent
- Committee;
- 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 designed to keep parents informed about school activities and student progress;
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.

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.

__X__ Tax Levy __X__ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

FSF will support instructor salaries. Title I will support professional development within and outside of the school focusing on teacher training and curriculum development. Funding will be set aside in OTPS to support curriculum development, staff development, and per-session activities outside of the school day; also, educational software, equipment, and supplies including PD 360/Observation 360, Achieve 3000 and PLATO licenses.

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

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

To engage in walkthrough's of each teacher's classroom a minimum of 10 times during the school year as a means of promoting improved teacher effectiveness.

Comprehensive needs assessment

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

Instructors reported in past Learning Environment Surveys that they wanted to receive more feedback on their teaching. They wanted the feedback to be more immediate and substantive. They also reported that they wanted to have a hand in designing the rubric that would be used to provide them with feedback. The administrative team collaborated with teachers in designing a walkthrough tool and in selecting mutually agreed upon areas for sustained feedback this year. Teachers also reported that they wanted to be able to comment on the feedback they received and that the feedback should be used to help them grow professionally.

Instructional strategies/activities

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

Improved teacher effectiveness has been demonstrated to occur when teachers receive immediate feedback as a part of regular cycles of formative observations. Currently there are eight instructors on staff at AES and two ATR's that are assigned for the year. The administrative team and teachers worked closely to develop collaboratively a classroom observation rubric that focuses on six key Danielson competencies related to planning, engagement of students, and assessment strategies. Following walkthroughs, instructors meet with administrator(s) and develop mutually agreed upon next steps; feedback is immediate and is documented in writing. Most importantly, the feedback instructors receive is strictly formative. Professional development is being embedded in to the feedback through the implementation of the PD 360 and Observation 360 programs. Instructors are engaging in professional goal setting and monitoring of those goals. The Learning Environment survey administered in the Spring along with instructor feedback from surveys will serve to monitor the achievement of this goal.

Strategies to increase parental involvement

The strategies and activities in our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal are:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- ensuring 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;

- maintaining a staff person to serve as a liaison between the school and families;
- scheduling parent 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;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent
- Committee;
- 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 designed to keep parents informed about school activities and student progress;
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.

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.

__X__ Tax Levy __X__ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

FSF will support instructor salaries. Title I will support professional development within and outside of the school focusing on teacher training and curriculum development. Funding will be set aside in OTPS to support curriculum development, staff development, and per-session activities outside of the school day; also, educational software, equipment, and supplies including PD 360/Observation 360, Achieve 3000 and PLATO licenses.

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	Read alouds, modeling, repeated readings, Achieve 3000, extensive practice essay writing	Small group instruction, tutoring, one-one, focused intensives	During the school day, after school during the 9th period AIS, Saturday Academy, during lunch, before school
Mathematics	Repeated problem solving, blended learning, use of technology, targeted practice and review	Small group instruction, tutoring, one-one, focused intensives	During the school day, after school during the 9th period AIS, Saturday Academy, during lunch, before school
Science	Repeated readings, targeted practice and review	Small group instruction, tutoring, one-one, focused intensives	During the school day, after school during the 9th period AIS, Saturday Academy, during lunch, before school
Social Studies	Repeated readings, targeted practice and review	Small group instruction, tutoring, one-one, focused intensives	During the school day, after school during the 9th period AIS, Saturday Academy, during lunch, before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic advisement, student counseling, college and career planning	One-one meetings, small group meetings, mandated counseling sessions	During the school day, after school during the 9th period AIS, Saturday Academy, during lunch, before school

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.

Candidates for vacant positions are screened to ensure they meet and/or exceed qualifications in the subject area. New instructors are provided with support through mentoring and coaching. Mentors are selected based on their years experience and personal record of satisfactory service. Wherever possible, mentor and mentee are matched by subject area. Professional development opportunities are pre-planned into the new instructors' schedule. They are provided with release time to attend off-site professional development opportunities. Often, new instructors are scheduled to attend professional development with their mentors. The administrative team supports new instructors by providing hands-on support with classroom management issues, time management concerns, and lesson planning. Instructor programs are developed with an eye to keeping to a minimum the number of daily class preparations. They are programmed to teach classes in their license areas. Whenever possible, team teaching classes are set up so that a new teacher and an experienced colleague are both programmed to teach the same class. Common planning periods are provided for all new teachers.

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)

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 working to help parents support their children in improving their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information 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 provide input. To increase and improve parent involvement and school quality, our school will:

- work to 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;

- work to 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;

- work to 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;

- work to maintain a dedicated staff person to serve as a liaison between the school and families. This dedicated staff person will work to ensure that our school environment is welcoming and inviting to all parents. This dedicated staff person will also maintain a log of events and activities planned for parents each month;

- work to conduct parent meetings/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;

- work to 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;

- work to 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;

- work to schedule parent meetings at times convenient to working/stay at home parents to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Involvement events;
- 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;
- providing parents with a Parent Handbook and calendar of activities and events for the year;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- attend afterschool tutoring which is intended to provide me with extra support;
- attend Saturday Academy when programmed.

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*.

A. School Information *i*

Cluster Leader/Network Leader Steven Chernigoff	District 04	Borough	School Number 635
School Name Academy of Environmental Science HS			

B. Language Allocation Policy Team Composition *i*

Principal Irma Garceau	Assistant Principal Modesta Peralta
Coach type here	Coach type here
ESL Teacher Kathryn Donahue	Guidance Counselor Joann Grice
Teacher/Subject Area Jonathan Smith/Social Studies	Parent SILVIA SEVILLA☐
Teacher/Subject Area Marc Engel/English	Parent Coordinator type here
Related Service Provider Renee Osborne-Hill	Other type here
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	1	Number of certified	0	Number of certified	0

ESL teachers		bilingual teachers		NLA/foreign language teachers	
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	11
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	209	Total Number of ELLs	28	ELLs as share of total student population (%)	13.413.40%

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 (HILS) 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 HILS, 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. *i*

1. Steps for identifying students who may be ELLS. When new students arrive to the school, our protocol is as follows:

• The student and parent are interviewed by the ESL teacher, Kathryn Donahue and/or the Assistant Principal, Mrs. Peralta-Garcia; both educators have their appropriate licenses. If during the interview it is determined that the student needs to receive and fill out the Home Instructional Language Survey (HILS) the survey is given to the parent in their preferred language, usually the language spoken at home. Upon completion of the HILS survey, we determine if the student needs to take the LABR for the determination of the need for ESL/Bilingual education services. If the student is Spanish speaking they are also given

the LABR in Spanish to determine proficiency in the native language. The LABR is given to the student within the first ten days of registering in the school. The ESL teacher administers the test.
Based on the preliminary grading of the LABR, and the responses on the HILS form the student is placed in the appropriate ESL class as determined by the ESL teacher in collaboration with guidance counselor. The HILS is placed in the students cumulative record.
•If the student needs ESL services then the parent is invited to the parent orientation where they complete the parental program selection survey and are given the entitlement letter. They are also shown view the orientation video which shows the programs available in NYC schools for their child, and complete the program selection form.
• Working with guidance counselors, the ESL teacher will place the student into the program appropriate to his/her needs and abilities.

2. Twice a year, in the fall and the spring, and thereafter as necessary based on incoming population, the Assistant Principal of ESL (Mrs. Peralta-Garcia) and a certified ESL teacher conduct a workshop to explain the three program choices for ELL students. The workshops are conducted in the students' native language and the content is based on the EPIC toolkit. We also explain the differences between Transitional Bilingual Education, ESL, and Dual Language programs, as well as explain the ways in which programs that are not currently offered at our school can be made available to the parents and their children. Letters are mailed home and phone calls are made to inform the parents of these events and the importance of these meetings. The parents have the opportunity to talk to groups of teachers about programs offered by the school, entitlements and other supports. If their child already attends the school they are also informed of their child's progress.

3. We distribute entitlement letters to students and parents each fall once the NYSESLAT scores are available. The ESL Coordinator and Assistant Principal of ESL work together to complete this task. Parent Survey and Program Selection forms are completed by parents upon enrolling their child in our school for new admits. These forms, coupled with the parent orientation and the film resources, allows parents the most direct way to choose the program they feel is appropriate for their child's needs.

4. After the Program Selection forms are returned, identified ELL students are placed in the program chosen for them by their parents. If a free standing ESL instruction program is chosen, we meet with the parents and the student to explain to them what the program looks like in our school and what the student schedule would look like. This meeting takes place in their native language. If a bilingual program is chosen, and we have 20 or more students in a given grade requesting this option, we will open a bilingual class. If fewer than 20 choose this option, we meet with the parents and student to explore other program options within our school or find a more appropriate placement in another school setting if that is their choice. We keep a tally of the program selection and if we reach 20 or more requests for a bilingual program we will open one.

5. The trend for our students has been that parents choose the Freestanding ESL program that we offer. Many parents feel that there is an urgent need for their child to merge into the monolingual mainstream. In analyzing the Program Selection forms, of the parents of new admits, the only program selected was Freestanding ESL Program. 2009 was the last time that we had new ELL students admitted to AES. We have had no requests for the Dual Language/TBE Program. The reason for this may be that this is a High School and parents are very concerned with how other programs will affect college admission.
In the school year 2010-2011 and thus far we have not had newly arrivals to our school.

6. Our ELL parents continue to choose the program model offered at our school because they are satisfied with the program. The like its convenience and that it satisfies their desire for their child to learn English.

They feel that a free standing ESL program is a better fit for their child. ☐☐

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K 1 2 3 4 5 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% ☐ 50%:50% ☐ 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										0	12	10	6	28
Push-In											3	4	0	7
Total	0	0	0	0	0	0	0	0	0	0	15	14	6	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					

All ELLs	28	**Newcomers (ELLs receiving service 0-3 years)**	6	**Special Education**	8
SIFE	5	**ELLs receiving service 4-6 years**	8	**Long-Term (completed 6 years)**	14

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. ***i***

	ELLs by Subgroups									
☐	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			☐
☐	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐00
Dual Language	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐00
ESL	☐6	☐0	☐1	☐8	☐3	☐1	☐14	☐3	☐6	☐ 2828
Total	**☐66**	**☐ 00**	**☐11**	**☐88**	**☐ 33**	**☐11**	**☐1414**	**☐ 33**	**☐66**	☐ 2828
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														**00**
Chinese														**00**

Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00
Albanian														00
Yiddish														00
Other														00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00

Dual Language (ELLs/EPs) K-8																								
Number of ELLs by Grade in Each Language Group																								
	K		**1**		**2**		**3**		**4**			**5**			**6**			**7**		**8**		**TOTAL**		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL		EP	ELL		EP	ELL		EP	ELL	EP		ELL	EP
Spanish																							00	00
Chinese																							00	00
Russian																							00	00
Korean																							00	00
Haitian																							00	00
French																							00	00
Other																							00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00		00	00		00	00		00	00	00		00	00

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									00	00
Chinese									00	00
Russian									00	00
Korean									00	00
Haitian									00	00
French									00	00
Other									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each														

Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	13	6	4	2323
Chinese														00
Russian														00
Bengali												1		11
Urdu														00
Arabic											1	2		33
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other													1	11
TOTAL	**00**	**00**	**00**	**00**	**00**	**00**	**00**	**00**	**00**	**00**	**1414**	**99**	**55**	**2828**

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?

P1. A) At AES HS instruction is delivered to our ELL students in two ways. Our beginning and intermediate level students receive additional support in a self contained ESL classes taught by our ESL certified teacher. The ESL self contain class is ungraded, as are our content areas classes. This is due to the need to program high school students depending on the credits and courses they need to meet high school graduation requirements. Our current school schedule follows double period classes in English, Social Studies, Math and Science dependent on grade level and course.

1. B) Our 10th graders are in a double period social studies, ELA and science class. Our 11th graders are either in a double period or in a single period ELA class, and double period in science and single period math. Due to the complexity of high school being dependent on credit accumulation, our ELL students are programed according to credits needed. The ESL teacher pushess into the double period classes and the students are grouped together based on their course requirements. An example is our 10th grade ELLs are in the same social studies.

2. A) The mandated number of instructional minutes is provided as follows:
Beginner ELLs:
Two 45 minute self-contained ESL class meets everyday, 45 mins. of a 90 minute double period class in more than one content area with a push-in ESL teacher everyday.
Intermediate ELLs:
45 mins. of a 90 minute double period class in more than one content area with a push-in ESL teacher everyday.
Advanced ELLs:
45 minutes push-in everyday in a content area class.
45 minutes ELA instruction everyday

3. The ELL students receive content instruction in English with the support of our ESL teacher. They are provided with bilingual glossaries, and supplementary meterials in their native language. Our Science classes provide our spanish speaking students with workbooks in spanish and glossaries to our non spanish speakers. Our ESL teacher continuously provides additional support in English language development using a varied ESL material that can support these students in the content area subjects. The ESL curricula and delivery of instruction are aligned with the ELA curricula and delivery of instruction. We are currently aligning the ESL curricula with the Common Core State Standards. Licensed teachers in both the ELA and ESL departments have received professional development training to support them in executing and delivering this curriculum. In the double block ELA classes, students engage in a highly structured, highly supported schedule which includes independent reading, independent writing, and group read aloud. Instruction is based in comprehensive units, largely, based on reading and analyzing novels useable in the Regents exam, essay writing, grammar and vocabulary building. Workbooks and textbooks at the various levels have been purchased and utiltzed by the ESL teacher in support of the ELA intruction.

In addition, the ESL teacher meets with content area teachers for common planning time to prepare lessons appropriate to the needs of the ELL students five times per week.

4. a. Our school currently has 5 students who have previously been categorized as SIFE. These students are a mix of recent arrivals and long term ELL students scoring at the intermediate level and advanced level. Instructors are made aware of the the levels these students are performing in inorder to customize instruction for these students knowing that many of them lack the foundations of other students.

Students who come to the Academy of Environmental Science Secondary School previously coded as SIFE are given many support systems to help them make up lost time. Through the aid of differentiated instruction, after school tutoring in every subject, Saturday school to our most struggling students, we have been able to support the needs of SIFE students in a meaningful manner.

b. Of our 28 ELLs 6 students are identified as newcomers ELLs, our plan for Ells in the US schools less thatn 3 years, receive mandated ELA instruction, attend before/after school tutoring. The ESL teacher pushes into their classes. Through the aid of differentiated instruction, our students are prepared and progress fairly well. In addition, glossaries and supplemental materials are provided for them. Exams are translated into their native langauge. They also participate in any school activities as their general education peers.

c. Of our 28 ELLs, 8 students are identified with 4-6 years of service, these students can speak and listen to English and are progressing in their classes at the same pace as their peers. They receive additional tutoring and review through our afterschool AIS program. The ESL teacher pushes in to the content area classes and provides support in the classroom setting. They receive glossaries, adapted material, and with the use of differentiated instruction are passing their subject classes.

d. Of our 28 ELLs 14 long-term ELL students make up our largest subgroup group (14 students). Many students in this subgroup were born in the United States to immigrant parents, growing up with fantastic, accent-less BICS but almost no CALP. With the ELA Regents beginning in the winter of their junior year, these students need a remarkable level of proficiency in English in a relatively short period of time. As a result, our best approach with these ELL students has been the ESL/ELA block schedule listed below. None of these long-term students are identified as beginner level students; instead, they simply need to increase their language skills beyond their BICS, particularly in writing, reading, and listening. Because of this, our intermediate and advanced classes place greater emphasis on literacy than on speaking skills.

e. Of our 28 ELL students, 8 are identified as having special needs with current IEPs. In order to provide support for this subgroup, we have positive and steady dialogues between our ESL Coordinator, Assistant Principal of Special Education, and the guidance counselors. These conversations alone provide significant insights into the various approaches needed for instructing these students. Beyond this connection, teachers learn how best to reach these students through professional development workshops provided in and outside of school, analysis of Individual Education Plans (IEPs) and private conversations.

The ESL curricula and delivery of instruction are aligned with the ELA curricula and delivery of instruction. Licensed teachers in both the ELA and ESL departments have received professional development training to support them in executing and delivering this curriculum. In the double block ESL classes, students engage in a highly structured, highly supported schedule which includes independent reading, independent writing, and group read aloud. Instruction is based in comprehensive units, largely, based on reading and analyzing novels useable in the Regents exam, essay writing, grammar and vocabulary building. Our advanced students and many of our intermediate students additionally receive instruction by ELA teachers. ESL and ELA teachers collaborate, and even team teach, these classes, contributing to a feeling of continuity in the classroom. Our ELA classes are based almost exclusively on building the skills of literary appreciation and interpretation, and the writing process. Because our program is an ESL and not a bilingual program, we do not have a Native Language Arts program. We would try to mirror such a class on its ELA counterpart, such that students are still acquiring the skills of literary analysis and appreciation, as well as developing the writing process, in their native language.

5. The ESL curricula and delivery of instruction are aligned with the ELA curricula and delivery of instruction. Licensed teachers in both the ELA and ESL departments have received professional development training to support them in executing and delivering this curriculum. In the double block ELA classes, students engage in a highly structured, highly supported schedule which includes independent reading, independent writing, and group read aloud. Instruction is based in comprehensive units, largely, based on reading and analyzing novels useable in the Regents exam, essay writing, grammar and vocabulary building. In this block class the ESL teacher is co- teaching to support these students.

Our advanced students and many of our intermediate students additionally receive instruction by ELA teachers. ESL and ELA teachers collaborate, and even team teach, these classes, contributing to a feeling of continuity in the classroom. Our ELA classes are based almost exclusively on building the skills of literary appreciation and interpretation, and the writing process. Because our program is an ESL and not a bilingual program, we do not have a Native Language Arts program. We would try to mirror such a class on its ELA counterpart, such that students are still acquiring the skills of literary analysis and appreciation, as well as developing the writing process, in their native language.

On the high school level, we have found that our ESL resources are best met through a pull out model one period a day for our beginner students, this class is oriented toward building language skills using both ESL and ELA methodologies. Due to our success with the push in model with last year's 8th grade ELL we have extended the team teaching/push in model into our Living Environment, Math, Social Studies, classes. As we look to the future, we hope to further streamline our ESL program such that all of our advanced students receive one period of ESL and two periods of ELA per day, while our intermediate students continue to receive the two periods of ESL taught according to the Ramp Up model.

6. Our plan for continuing transitional support for ELLs reaching profiency on the NYSESLAT is to provide 9th period tutoring with our ESL teachers in the academic domain, in preparation for the NYS Regents Exams they will need to pass to obtain an HS diploma. They are paired with stronger preforming students and also benefit from support from push-in ESL. These students are given extended time to complete exams and are able to use the bilingual glossaries. Their literacy skills are monitored to make sure they continue to make academic progress. Former Ells receive testing modifications. They are also in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

7. We willl evalute our current model of largely push-in instruction and continue to make adjustments based on insights into student achievement and the changing ELL population. We are also committed to purchasing more instructional materials and technology to support all of our ELLs.

Courses Taught in Languages Other than English *i*				
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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			

50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. The pull-out model, implemented in previous years will be largely shifted to push-in and self-contained ESL classes. The push in model will allow the ESL teacher to collaborate with the content area teacher and plan for strategies and skills that will support the ELLs in all the classes. Research shows that ELL students perform better when given opportunities to work in groups, to use graphic organizers for note taking, and to use prior knowledge This will enable us to focus on content area subject matter and better prepare students for Regents exams. We feel that student performance in their conent area classes as well as on the NYSESLAT will be greater with this shift. This also allows for more continued support for former ELL students.

9. ELLs are offered equal access to all school programs. Sports and extra-curricular clubs are made accessible to ELL students; there are translated fliers and participating biligual staff and students encouarge ELLs to participate.

10. There are numerous instructional materials used support ELLs. ESL textbooks and workbooks are used for newcommer ESL students. Leveled texts are made available or created for English classes, and copies of notes and presentations are often provided to ELL students. Instruction is also differentiated through the use of video clips, pictures, and access to internet resources (both in English and students' native language) to support their learning.

11. Native language support in our ESL program is offered through students' access to glossaries,

translation websites, native language webistes and documents relevent to class work, and support from other bilungual students. Students are encouraged to support each other's learning and effort is made to arrange collaborative grouping with common native languages so they can provide native language support to one another.
12. Required services, support, and resources correspond to ELL's ages and grade levels. Student's literacy development is supported through age appropriate texts and differentiated materials. Materials and targetsed skills are essential standards-based skills needed throughout all core-curriculum classes.
13. We generally do not have a large number of newly enrolled ELL students. These students are given an orientation, by the guidance department. They are then paired with a peer to assist in adjusting to the school culture and procedures. In their content area classes they are also paired with more proficient students.
14. A Spanish laguage elective is offered to students in our school through our PLATO classes.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Professional development is continuously received throughout the school year. All training acquired through formal university coursework, off-site conferences, and scholarly literature that is disseminated to the instructional staff as a whole through faculty and ESL team meetings. Our ESL teacher meets formally three times a week with the the Assistant Principal to discuss methodology, student progress, and coordinate unit planning. Both of our ESL teachers attend out of the building PD with Teachers College. Our ESL teachers participates in the Inquiry Team as well as individual grade team meetings. Through these activities ESL teachers are able desiminate ELL methodology with other teachers as well as influence school policy to meet the needs of ESL students. Off-site professional development opportunities are also offered to teachers when applicable. Teachers are informed of and independently (with administrative approval) choose professional development opportunities that are provided by the NYC Department of Education, Office of English Language Learners, as well as local universities.

2. At the beginning of the school year we provide an orientation for the entire staff, which includes, Assitant Principals, subject are teachers, guidance counselors and support staff. The ELL students are identified, and teachers are provided with strategies on differentiated instruction. We provide them with translation services in order for the teachers to communicate with the home. School wide professional development on strategies of working with ELLs. Teachers are provided with the book "Scafolding Teaching, Scafolding Learning" by Gibbons. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class. Guidance visit classrooms to assist teachers in the

transition for the students from school to high school. Records are kept with sign in sheets and minutes of PD sessions.

3. Our staff is encouraged to participate in the WEST ED's QTEL program [quality teaching for English Learners.] We are going to set up study group for teachers in order to look at student work in order to learn strategies for scaffolding and supporting student learning. In addition, we will bring in consultants to provide additional professional support in scaffolding student work.

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. Parents of our ELL students are an integral parent of our community. They are active memebers of our PTA and SLT. They are invited to an orientation meeting that will be conducted by the ESL Coordinator and attended by available school administrators. The meeting is conducted in both English and Spanish. All school announcements and newsletters are sent home to parents in both English and Spanish. The ESL teachers and school support staff are involved in outreach. During the fall and spring semesters, orientation conferences are held for ELL parents regarding program requirements, student scholarship, attendance, Regents information, instructional standards, school expectations, and assessments. Our guidance staff and the Assistant Principal are all available to assist in this process. Parents are also invited to all Parent Association meetings held on a monthly basis. In addition, we will facilitate college awareness meetings for parents and students during the school year. These meetings will include refreshments for parents and students and will take place after the school day. We will also plan college visits for ELL students and their parents to increase early college awareness. We will offer several workshops over the course of the year to support parents of our ELL students and to help build parent and community involvement in the school. Topics may include: a. Familiarizing parents with the school policies, procedures, and curriculum. b. Familiarizing parents with state assessments that their children will be required to take and NYS graduation requirements.
2. Our school is not partnered with any SBO, however the SCAN Beacon afterschool program housed in our building complex is open and available ot all our students.
3. Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.
4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services. All parents are encouraged to attend our monthly Parent Association meetings, however, we have always experienced a low turnout of parents of ELL students. Also, as ELL parents participate in other activities at the school throughout the year, such as our talent show, dinner and dance, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*lab-r for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1	1	1	33
Intermediate(I)											6	4	3	1313
Advanced (A)											7	4	1	1212
Total	00	00	00	00	00	00	00	00	00	00	1414	99	55	2828

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6					00
7					00
8					00
NYSAA Bilingual Spe Ed					00

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

3									00
4									00
5									00
6									00
7									00
8									00
NYSAA Bilingual Spe Ed									00

NYS Science									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
	English	NL	English	NL	English	NL	English	NL	
4									00
8									00
NYSAA Bilingual Spe Ed									00

New York State Regents Exam				
	Number of ELLs Taking Test		**Number of ELLs Passing Test**	
	English	**Native Language**	**English**	**Native Language**
Comprehensive English	12	0	3	0
Integrated Algebra	18	0	5	0
Geometry	2	0	0	0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	7	0	2	0
Living Environment	6	0	2	0
Physics				
Global History and Geography	26	0	1	1
US History and Government	10	0	1	1
Foreign Language	1	0	1	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

NYSAA Social Studies				
NYSAA Science				

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

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

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

1. We use Performance Series and Acuity exams to assess the literacy skills of our ELLs at the beginning of each year. We use the results from these assessments, as well as NYSESLAT and Regents results, to guide us in our programming and determine the type of support our students and teachers will need. The majority of our ELLs need additional support with building reading and writing skills, therefore we have scheduled them for a double period ELA or Social Studies class in which the ESL teacher pushes in. They receive additional support in AIS extended day. We are also providing more PD opportunities to help develop our teachers' teaching strategies in these areas. (please see Part V: Assessment Analysis)
2. As students move through our school (from 9th grade to 10th to 11th to 12th), they also steadily increase their proficiency levels (from Beginner to Intermediate to Advance to Proficient). Therefore, by 12th grade, we have more students who are at the Advanced level or as well as more students who scored Proficient on the NYSESLAT than in the lower grades.

We also noticed, by examining NYSESLAT and Regents data, the less proficient a student is on the NYSESLAT, the more difficulty they have on standardized exams (i.e. Regents) as well as difficulty with their class work.

3. After examining the NYSESLAT modality results, we see that students across all grades generally score higher on the listening/speaking portion of the exam, with many students scoring Proficient; and lower on the reading/writing portion of the exam, with no students scoring Proficient.

Depending on the modalities the students are more/less proficient in, content area teacher will incorporate more mini-lessons with that modality. In addition, work will be done during 9th period to provide further support to students, particularly in reading and writing.

4. a. As students spend more time in our school, we see that their proficiency levels increase. The more time they spend with academic interventions (during and after school), proficiency increases. We provide students with tests in English and their native languages; however, since they do not have this option for the ELA Regents, this is the exam students have the most difficulty.

b. Administrators and teacher teams have data meetings to review ELL assessments and use the results to drive instruction. Results are also reviewed at ELL department team meetings and shared with grade teams. Interventions and strategies are discussed during these meetings as well as during common planning times, and then implemented in classes.

c. We are learning that we still have work to do with helping ELLs in content areas gain academic proficiency, particularly in reading and writing for this reason we have changed .

5. a. N/A

b. N/A

c. N/A

6. Every year, we look at our assessments and student grades and compare this data to previous years. We also look at Performance Series and Acuity results in English and Math. We can see which teachers are more effective with ELLs and use that information to see how and where to adjust our program.

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

School Name: AESS HS **School DBN: 04M635**			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Irma Garceau	Principal		10/14/11
Modesta Peralta-Garcia	Assistant Principal		10/14/11
	Parent Coordinator		1/1/01
Kathryn Donahue	ESL Teacher		10/14/11
SYLVIA SEVILLA	Parent		10/14/11
Jonathan Smith/Social Studies	Teacher/Subject Area		10/14/11
Marc Engel/ELA	Teacher/Subject Area		10/14/11
	Coach		1/1/01
	Coach		1/1/01
Joanne Grice	Guidance Counselor		10/14/11
Steven Chernigoff	Network Leader		10/14/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 04M635 **School Name:** Academy of Environmental Sec. Sch.

Cluster: 06 **Network:** 610

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.

The demographic data and the data provided by our home language surveys was examined. We also examined the documents that are most frequently sent home to parents. These documents include: PTA meeting information, scholl calendars, testing and graduation information, health updates, attendance notices, student acedemic information, student progress report updates. We have determined that the major translation and interpretation need in our school is Spanish since 39% of our students are Spanish speaking.

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.

Our findings show that translation services are necessary in Spanish. According to the Home Language Report in ATS, 38.8% of parents report that Spanish is the predominant home language. The other langauages listed as home languages by parents of our students are: 1.9% list Bengali; 1.5% list Arabic; 0.5% list Mandinka; 57.3% list English.

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.

Written language translation services are provided in-house by Spanish speaking staff including: the Principal, an Assistant Principal, the Family Worker, the school secretary. Several of these individuals are deemed highly qualified to provide translation of written documents to a credible standard. We have the ability to translate documents into Spanish inhouse and letters and notices are sent out in English with Spanish translations. All other translations will be done via the Office of Translation Services as we do not have qualified staff on hand capable of providing translations for languages other than Spanish.

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

Oral interpretation services are provided in-house by Spanish speaking staff including: the Principal, an Assistant Principal, the Family Worker, the school secretary, and bilingual instructors. For data-sensitive interpretation such as suspense and guidance conferences we have staff members on hand to capable of interpreting in Spanish. For languages other than Spanish we will utilize the over-the-phone service provided by the Office of Translation Services.

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 complies with translation requirements by sending newsletters and documents home containing the requisite notice in eight of the most common languages informing them of translation and interpretation services.