Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: HIGH SCHOOL FOR ENVIRONMENTAL STUDIES

DBN (*i.e. 01M001*): 02M400

Principal: SHIRLEY H. MATTHEWS

Principal Email: SMATTHE@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: JOSEPH ZAZA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Shirley H. Matthews	*Principal or Designee	
Glen Pandolfino	*UFT Chapter Leader or Designee	
Marisol Flores	*PA/PTA President or Designated Co-President	
Sheila Murray	DC 37 Representative, if applicable	
Dong Yi Chen	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Dora Treanor	Member/ Teacher	
James Bing	Member/ Student	
Rebecca Fayemi	Member/ Student	
Luis A. Nazario	Member/ Assistant Principal	
Yamina Benmbarek	Member/ Parent	
Marva Cousins	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the four year graduation rate from 83.4% in 2013 to 84% in 2014 as measured by the NYC Progress Report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The school's four year graduation rate was 82.1% in 2012, and 83.4% in 2013. Results from the 2011-2012 and 2012-2013 State Report Cards show that the school did make AYP, but the school continues to focus on graduation, especially for students in the high needs subgroups. The NYC Progress Reports for the past three years have shown that credit accumulation rates, an indicator of progress towards graduation is an area of weakness for the school, especially for students in the School's Lowest Third.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

B. Key personnel and other resources used to implement each strategy/activity

1. Guidance Counselors
2. Principal, Assistant Principals, Guidance Counselors
3. Professional Development Teacher Team, Interdisciplinary Teacher Teams, Assistant Principals
4. Professional Development Teacher Team, Interdisciplinary Teacher Teams, Assistant Principals
5. Guidance Counselors, Assistant Principals
6. Principal, Assistant Principals, Teachers
7. Teacher Teams
8. Professional Development Teacher Team, Interdisciplinary Teacher Teams, Assistant Principals

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Guidance Counselors will meet individually with students to evaluate progress towards accumulating 10+ credits per year.
2. Students who are borderline (8+) credits will be programmed for iZone where appropriate.
3. Teacher Teams will evaluate effectiveness of instructional changes based on student work products in twice-weekly team meetings.
4. Teacher Teams will evaluate effectiveness of instructional changes based on student work products in twice-weekly team meetings.
5. Student transcripts will be evaluated, and students who are fewer than four credits short of promotion will be programmed for iZone.

6. Assistant principals and teachers will meet to assess teacher goals of 85% or greater passing in all classes.
7. Teacher Teams will evaluate effectiveness of instructional changes based on student work products in twice-weekly team meetings.
8. Teams will complete surveys of teachers and plan professional development accordingly.

D. Timeline for implementation and completion including start and end dates

1. Ongoing throughout the year, and at the end of each marking period.
2. At the end of each semester in January and June.
3. Twice weekly throughout the year.
4. Twice weekly throughout the year.
5. At the end of each semester in January and June.
6. Ongoing throughout the year, and at the end of each marking period.
7. Twice weekly throughout the year.
8. Monthly throughout the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly Guidance meetings, Evening Counseling
2. Cohort meetings, Accreditation Committee meetings
3. Interdisciplinary Teacher Teams programmed based on C-6 assignment period.
4. Interdisciplinary Teacher Teams programmed based on C-6 assignment period.
5. Evening Counseling, content area teachers programmed for iZone courses.
6. Individual meetings scheduled for each teacher.
7. Interdisciplinary Teacher Teams programmed based on C-6 assignment period.
8. Interdisciplinary Teacher Teams programmed based on C-6 assignment period, Professional Development Teacher Team meetings at 7:30AM.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

For the 2013-2014 school year, the school will raise the percentage of students in their first, second, and third years earning 10+ credits to 85%

Comprehensive Needs Assessment

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.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

B. Key personnel and other resources used to implement each strategy/activity

1. Guidance Counselors
2. Principal, Assistant Principals, Guidance Counselors
3. Professional Development Teacher Team, Interdisciplinary Teacher Teams, Assistant Principals
4. Professional Development Teacher Team, Interdisciplinary Teacher Teams, Assistant Principals
5. Guidance Counselors, Assistant Principals
6. Principal, Assistant Principals, Teachers
7. Teacher Teams
8. Professional Development Teacher Team, Interdisciplinary Teacher Teams, Assistant Principals

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Guidance Counselors will meet individually with students to evaluate progress towards accumulating 10+ credits per year.
2. Students who are borderline (8+) credits will be programmed for iZone where appropriate.
3. Teacher Teams will evaluate effectiveness of instructional changes based on student work products in twice-weekly team meetings.
4. Teacher Teams will evaluate effectiveness of instructional changes based on student work products in twice-weekly team meetings.
5. Student transcripts will be evaluated, and students who are fewer than four credits short of promotion will be programmed for iZone.
6. Assistant principals and teachers will meet to assess teacher goals of 85% or greater passing in all classes.
7. Teacher Teams will evaluate effectiveness of instructional changes based on student work products in twice-weekly team meetings.
8. Teams will complete surveys of teachers and plan professional development accordingly.

D. Timeline for implementation and completion including start and end dates

1. Ongoing throughout the year, and at the end of each marking period.
2. At the end of each semester in January and June.
3. Twice weekly throughout the year.
4. Twice weekly throughout the year.
5. At the end of each semester in January and June.
6. Ongoing throughout the year, and at the end of each marking period.
7. Twice weekly throughout the year.
8. Monthly throughout the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly Guidance meetings, Evening Counseling
2. Cohort meetings, Accreditation Committee meetings
3. Interdisciplinary Teacher Teams programmed based on C-6 assignment period.

4. Interdisciplinary Teacher Teams programmed based on C-6 assignment period.
5. Evening Counseling, content area teachers programmed for iZone courses.
6. Individual meetings scheduled for each teacher.
7. Interdisciplinary Teacher Teams programmed based on C-6 assignment period.
8. Interdisciplinary Teacher Teams programmed based on C-6 assignment period, Professional Development Teacher Team meetings at 7:30AM.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

In the 2012-2013 school year, the attendance rate was 89.4%. For the 2013-2014 school year we will increase the attendance rate to 90% as measured by the ATS report RSAL.

Comprehensive Needs Assessment

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

In the 2011-2012 school year, attendance was 91.5%. For the 2012-2013 school year the attendance rate fell to 89.4% due to a number of factors. The importance of attendance, especially for high needs students, continues to be a main focus of the school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Encourage 9th graders to maintain a goal of at least 90% attendance.
2. Expand on work of attendance team and create an Incentives/Awards Team for the purpose of coming up with ideas to motivate students to attend school on a regular basis.
3. Attendance Teacher makes home visits to identify students with poor attendance and develop plans with family.
4. Consult with CFN Attendance Coach to support attendance team.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Attendance teacher, Guidance Counselors, Assistant Principals
2. Guidance Counselors, Attendance Teachers, Attendance Aides
3. Attendance Teacher, Attendance Team
4. CFN Attendance Coach, Attendance Teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Attendance monitored each marking period, and at weekly attendance meetings. 2. Increased attendance on historically low-attendance days. 3. Decrease in number of open 407s. 4. Planning interview procedures streamlined.
D. Timeline for implementation and completion including start and end dates
1. Weekly attendance meetings and at the end of each marking period. 2. Ongoing throughout the year. 3. Ongoing throughout the year. 4. Ongoing throughout the year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Bilingual teachers assigned to attendance outreach as their C-6 assignment. 2. Donated movie tickets for attendance raffles. 3. Attendance teacher on staff to make home visits. 4. Support provided by CFN.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parent workshops planned on parent responses to Parent Coordinator/PTA surveys. Use of PupilPath/Skedula to inform parents about student progress and provide communication with individual teachers. Materials sent home in Spanish and Chinese, interpreters available for PTA meetings and Open School. Senior Parent meetings. Biweekly Evening Counseling for parent outreach. Bilingual teachers assigned to attendance outreach.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Regents Support class for 11th grade ELLs to prepare for English Regents. Use of Achieve 3000. After-school Student Study Center. Renaissance Learning Accelerated Reader software.	Whole class, small group, one-to one. Tutoring.	During and after school day.
Mathematics	Four term Integrated Algebra/Algebra 2/Trigonometry courses for students with lower 8th grade Math score. Math Center. After-school Student Study Center. Renaissance Learning Accelerated Math software	Whole class, small group, one-to one. Tutoring.	During and after school day.
Science	Four term Living Environment course. Content/ELL team teaching Living Environment course. After-school Student Study Center. Foundations Editions of Biology texts.	Whole class, small group, one-to one. Tutoring.	During and after school day.
Social Studies	Debating World Issues – 10th grade support class for Global History Regents. Content/ELL team teaching Global History course. After-school Student Study Center.	Whole class, small group, one-to one. Tutoring.	During and after school day.

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

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are hired based on appropriate licensing at time of employment. All teachers are provided with professional development opportunities planned by the Professional Development Teacher Team made up of teachers from all disciplines. All teachers participate in Teacher Teams that meet twice weekly.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The school's Professional Development Team (made up of teachers from all disciplines, Special Education teachers, and Assistant Principals) plans professional development for all staff in the school. Workshops on Academic Language, and Common Core Learning Standards have been facilitated by members of the Professional Development Team. Sara Rust, an ESL teacher, is currently participating in a network Common Core Learning Standards institute as part of a team of teachers who will do turnkey training for the entire staff. She is also participating in the Sheltered Instruction Observation Protocol and will turnkey for content area teachers. Professional development for the year is focused on supporting students in the lowest third, ELLs and SWDs. Professional development is provided for all teachers at monthly 90 minute Professional Development sessions, planned and facilitated by the Professional Development Team. In addition, all teachers participate in interdisciplinary teacher teams twice weekly to examine student work and exchange best practices for all students, including ELLs and SWDs.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in temporary housing are provided with school materials, school Physical Education uniforms, and other clothing items. The school has a full time Relationship Abuse Prevention Program counselor, and a weekly group to counsel males through Innovative Solutions.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The Professional Development Teacher Team and teacher teams work together to develop uniform assessments aligned to the Common Core Learning Standards. Teach er teams meet biweekly, and the Professional Development Teacher team meets several times a month. The administration works with all teachers on selecting appropriate assessment opportunities in department meetings and one-to-one meetings between Assistant Principals and teachers.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

The High School for Environmental Studies will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

  - *Our teachers will meet monthly for in-depth professional development. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
  - *Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using Common Core Learning Standards as a guide.*
  - *Teachers will use assessments to plan instruction according to their students' needs. Academic intervention will be provided to support the struggling students.*
  - *The students will be given many resources to assist them in their educational journey; appropriate text books, classroom libraries, access to laptop computers, etc.*

- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

  - *On October 24 and 25, 2013 and March 27 and 28, 2014*

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

  - *Official report cards will be distributed at the end of each of the six marking periods).*
  - *Parents will be provided access to ARIS and PupilPath as a means of monitoring their child's performance and progress.*

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

  - *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting.*
  - *The Principal and Assistant Principals have an open door policy.*
  - *Bi-weekly Evening Counseling*

Parent Responsibilities

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

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

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

STUDENT BEHAVIORAL AGREEMENT

I KNOW I HAVE THE RIGHT TO:

- Be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;

- Due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or removed from class.

HSES STUDENT BEHAVIORAL AGREEMENT

I agree to:

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

Other Responsibilities

The High School for Environmental Studies will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;

- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;

- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;

- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

-

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 02	Borough Manhattan	School Number 400
School Name High School for Environmental Studies		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Shirley H. Matthews	Assistant Principal Luis A. Nazario
Coach type here	Coach type here
ESL Teacher Ileana Ray	Guidance Counselor Juana Torres
Teacher/Subject Area Cyndi Reyes/Social Studies	Parent Norman Gutierrez
Teacher/Subject Area	Parent Coordinator Wanda Adams
Related Service Provider Barbara Harris, AP ISS	Other AnnMarie Dull, AP Humanities
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	7	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1331	Total number of ELLs	95	ELLs as share of total student population (%)	7.14%

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	**Newcomers (ELLs receiving service 0-3 years)**	12	**ELL Students with Disabilities**	40
SIFE	0	**ELLs receiving service 4-6 years**	27	**Long-Term (completed 6+ years)**	56

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 SWD. ⓘ

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12	0	4	27	0	6	56	0	22	95
Total	**12**	**0**	**4**	**27**	**0**	**6**	**56**	**0**	**22**	95
Number of ELLs who have an alternate placement paraprofessional:										

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**
SELECT ONE														**0**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

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
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish										41	18	10	11	**80**
Chinese										5	0	2	1	**8**
Russian														**0**
Bengali														**0**
Urdu										1				**1**
Arabic										1	1			**2**
Haitian										0	0		1	**1**
French											1			**1**
Korean											1			**1**
Punjabi														**0**
Polish														**0**
Albanian													1	**1**
Other										1				**1**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**49**	**21**	**12**	**14**	**96**

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										5	2			**7**

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										23	13	4	2	**42**
Advanced (A)										9	9	3	3	**24**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**37**	**24**	**7**	**5**	**73**

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										6	1	2	2
	A										14	13	3	2
	P										17	8	2	1
READING/ WRITING	B										4	2	0	0
	I										22	11	5	2
	A										11	10	2	3
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	24		2	
Integrated Algebra	59		18	
Geometry	2		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	2		0	
Earth Science	12		1	
Living Environment	62		11	
Physics				
Global History and				
Geography	15		6	
US History and	10		4	
Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   During admissions interviews with Guidance Counselors, students who may be ELLs, or over the counter admissions from foreign countries are interviewed by the Assistant Principal of the ESL Department, Luis A. Nazario, who is licensed in TESOL Students are asked to produce a writing sample, an informal review of transcripts is done, and students asked about their coursework. Using the LAB-R to determine level, students are programmed for the appropriate ESL courss
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   This year there have been no over the counter admissions. LAB-R data is not available. NYSESLAT results show that Reading/Writing are the weaker modalities in our students with no students tesing Proficient.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   -Students at the Beginning level are programmed for three periods of ESL with a licensed ESL teacher. One period focuses on nonfiction, and grammar, one period focuses on creative writing, fiction and poetry, and the third is a team-teaching content course for Living Environment or Global History, depending on grade level.
   -Students at the Intermediate and Advanced levels are programmed for two periods of ESL with a licensed ESL teacher. One period focuses on nonfiction and grammar, and one period focuses on creative writing, fiction, and poetry.
   -An ESL teacher is assigned to one-on-one conferencing as her professional assignment to meet with ELLs.
   -HSES will use the Title III grant to provide ELLs with extended support and access to the school's library after school. The library will be staffed by both licensed ESL teachers and content area teachers to provide tutoring and homework help. It targets students who will be taking the Regents examinations in the three previously mentioned subjects – primarily 10th-12th graders. Study skills, note-taking skills, task analysis, and use of SOAPSTONE model and GRAFF Template will provide students with familiarity in responding to literacy based items across disciplines. At risk students identified through the AMAO tool are mandated to attend in addition to their scheduled ESL courses.
   -The school will be purchasing Achieve 3000 to help support ELLs and SWDs with differentiated instructional materials.

4. For each program, answer the following:
   a. 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?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Teachers in the ESL Department individually conference with students throughout the year to monitor their progress and provide them with feedback. Teachers meet with the department Assistant Principal to examine individual teacher data, as well as samples of student work. In addition, the assistant principals of ESL and Instructional Support Services conference to discuss student performance, appropriate placement, and referrals for support.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   While the school does not have a bilingual program, native language support is available for Spanish speaking students. All students may take Spanish, French, or Italian as a foreign language. Students are provded with bilingual glossaries for exams. All teachers in content area classes support the schoolw-wide literacy goals.
7. 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?

The school does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   Teachers in the ESL Department individually conference with students throughout the year to monitor their progress and provide them with feedback. Teachers meet with the department Assistant Principal to examine individual teacher data, as well as samples of student work. The school continues to make AYP. Based on the 73% pass rate on the Living Environment Regents for Beginner level ELLs in June 2013, the school restructured the program slightly to have an ESL teacher push in to two content area classes to continue supporting students. There have been significant gains in the percentage of students achieving proficiency in Listening/Speaking, from 59% in 2011 to 81% in 2012. Gains have been less in Reading/Writing increasing only from 35% to 37%

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)
   During admissions interviews with Guidance Counselors, students who may be ELLs, or over the counter admissions from foreign countries are interviewed by Luis A. Nazario, the Assistant Principal of the ESL Department and licensed in TESOL. Students are asked to produce a writing sample, an informal review of transcripts is done, and students asked about their coursework. On site translation is available in Spanish, multiple dialects of Chinese, Russian, and Polish. For other languages, over the phoone translation is used. Parents complete the Home Language Identification Survey (HLIS) during this initial interview, and students are scheduled to take the LAB-R and/or Spanish LAB over the following two days.
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.
   Parents are provided with a decription of the school's ESL program, as well as their options regarding other program options during admissions interview, and again when they are shown video included in EPIC in their native language based on their child's LAB-R hand score.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   For new students, entitlement letters are reviewed and signed with parents during a conference where they are shown the parent video. Continuing entitlement letters are distributed to students through their ESL classes and maintained by the Assistant Principal's Secretary.

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.
   Upon admission, students are programmed for a grade appropriate schedule with ESL classes based on the initial interview and LAB-R hand scores. The ELPC screen is updated based on the parent's choice of program within 20 days of admission.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   NYSESLAT testing takes place in the Spring with test administered by Sara Rust and Ileana Ray, licensed ESL teachers and Luis Nazario, Assistant Principal. ATS reports RLER and RLAT, along with data from Skedula/Datacation are consulted to determine eligibility. Students are sent exam invitations and testing takes place in a suite of classrooms that is closed down for the testing period of three days. The Reading, Writing, and Listening portions are administered in two classrooms. The Speaking is administered individually in a third room by the ESL teachers and Assistant Principal.

6. 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.) 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. ⓘ
Historically, parents unanimously request placement in ESL and not Bilingual Education classes. If sufficient parents request a bilingual program, the school will develop a plan for implementing a bilingual program in that language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

HSES uses a Freestanding ESL Program. All ESL classes are taught by two fully licensed ESL teachers. At the Beginning level, students receive three periods of ESL (675 minutes/week). One of these periods is a co-teaching model. 9th grade students take a team-teaching Living Environment class, while 10th graders take a team-teaching Global History class. At the Intermediate level, students receive two periods of ESL (450 minutes/week) Advanced students are programmed for a period of ESL (225 minutes/week), and one period of English Language Arts (225 minutes/week). Eligible Juniors and Seniors are programmed for an ELA Regents support class to prepare them for the English Regents. The school does not have any bilingual classes.

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)?

See response to Question 1.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area class instruction is delivered in English. Teachers have received training in academic language. Living Environment and Global History teachers use layered curriculum. A teacher team has been trained in the Sheltered Instruction Observation Protocol, and will be turnkeying with staff.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

   While there is support for Spanish speakers, the school does not offer a bilingual program.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

   The ESL program at HSES Teachers in the ESL Department individually conference with students throughout the year to monitor their progress and provide them with feedback. Teachers meet with the department Assistant Principal to examine individual teacher data, as well as samples of student work. All teachers participate in Teacher Teams that meet twice weekly to examine student work.

6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The school does not currently have any SIFE students. Newcomer students are programmed for a full ESL program including a team teaching Living Environment class using a layered curriculum. Long term ELLs academic records are checked in consultation with the Guidance Counselor. To support students who have tested out of ESL, students' records are evaluated to program students for placement in a support class alongside their English course. These students are programmed for Regents exams in ELL rooms and are provided with extended time and glossaries.

7. 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?

   Teachers use layered curriculum, foundation and bilingual materials, Brainpop, Castle Learning and Discovery Learning, Achieve3000.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

   Each ELL-SWD's program is adjusted jointly by the assistant principals of ESL and Instructional Support Services in order to meet the individual needs of students.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

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	45 minutes per day	45 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

9. 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.
   The after school Study center in the library is staffed by both licensed ESL teachers and content area teachers to provide tutoring, small group instruction, and homework help. Study skills, note-taking skills, task analysis, and use of SOAPSTONE model and GRAFF Template will provide students with familiarity in responding to literacy based items across disciplines. All at risk students are mandated to attend. Borderline students whose grades are are in the 65-75 range are also mandated to attend. In addition, the library is staffed with content area teachers available for tutoring all periods of the day, five days a week.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    -There have been significant gains in the percentage of students achieving proficiency in Listening/Speaking, from 59% in 2011 to 81% in 2012. Gains have been less in Reading/Writing increasing only from 35% to 37%.
    -The success of our Beginner students on last year's Living Environment Regents supported transitioning into a co-teaching model for Science and Social Studies.
11. What new programs or improvements will be considered for the upcoming school year?
    The school has implemented a co-teaching model to support ELLs in Living Environment and Global History
12. What programs/services for ELLs will be discontinued and why?
    The freshman Environmental Seminar class has been discontinued. In consultation with the Seminar teachers, it was felt to be unnecessary in light of the Common Core Learning Standards, and school-wide focus on literacy.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    HSES provides all students, including ELLs with a rigorous academic program. The curriculum has not been modified. ELLs are present in all classes, including Advanced Placement courses. The school's after school Study Center is staffed by an ESL teacher and content area teachers four days a week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Acheive 3000, Discovery Learning, Worldbook online,Brainpop, Brainpop ESL, Brainpop espanol, Edugame, SmartResponse clickers, foundations and bilingual editions of textbooks.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native language support is available for Spanish speaking students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Dual entitled students (ELL-SWDs) who have IEPs are evaluated and decisions are made in consultation with the Assistant Principal of Instructional Support Services as to most appropriate placement based on students' needs. To support ELLs in Science, Foundations Editions of Miller & Levine's Biology are available to students. Content is identical, but reading level is simplified. Multilingual glossaries are also available for the text. For Social Studies, Spanish versions of Ellis & Esler/ World History is provided as a support.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    9th graders participate in mandatory orientation sessions in June. During placement testing these students are interviewed by the ESL department to determine the appropriate placement for September.
18. What language electives are offered to ELLs?
    Students may take courses in Spanish, French, and Italian.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

ESL teachers at the school have participated in QTEL, and workshops offered through our network and central. In addition, both have served as members of the school's Professional Development Team (made up of teachers from all disciplines, Special Education teachers, ESL teachers, and Assistant Principals) which plans professional development for all staff in the school. Workshops on Academic Language, and Common Core Learning Standards have been facilitated by members of the Professional Development Team. Sara Rust, an ESL teacher, is currently participating in a network Common Core Learning Standards institute as part of a team of teachers who will do turnkey training for the entire staff. She is also participating in the Sheltered Instruction Observation Protocol and will turnkey for content area teachers. Professional development for the year is focused on supporting students in the lowest third, ELLs and SWDs.

Professional development is provided for all teachers at monthly 90 minute Professional Development sessions, planned and facilitated by the Professional Development Team. In addition, all teachers participate in iterdisciplinary teacher teams twice weekly to examine student work and exchange best practices for all students, inclucing ELLs and SWDs.

D. Parental Involvement

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

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

E. 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 response to question here:

Part VI: LAP Assurances

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

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shirley H. Matthews	Principal		1/1/01
Luis A. Nazario	Assistant Principal		1/1/01
Wanda Adams	Parent Coordinator		1/1/01
Ileana Ray	ESL Teacher		1/1/01
Norman Gutierrez	Parent		1/1/01
Cyndi Reyes/Social Studies	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Juana Torres	Guidance Counselor		1/1/01
	Network Leader		1/1/01
AnnMarie Dull	Other Assistant Principal		1/1/01
Barbara Harris	Other Assistant Principal		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** CFN201

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: HS for Environmental Studies	DBN: 02M400
This school is (check one):	☐ conceptually consolidated (skip part E below) ☒ NOT conceptually consolidated (must complete part E below)

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

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: To support the ELLs at our school, this year, HSES will use the Title III grant to continue a Student Study Center. In order to support instruction, the Study Center will be based in the school's library so that students and teachers have access to a variety of resources at all times. During that time, ESL, Instructional Support Service, and subject area teachers will provide supplemental instruction in Regents level courses and core courses in English, Science (Living Environment, Earth Science, Chemistry), Math (Algebra, Geometry, and Algebra 2/Trigonometry) and Social Studies (Global and US History). Teachers will meet with students and provide small-group instruction according to the following schedule: Monday - Social Studies Tuesday - Science Wednesday - English Thursday - Math Teachers will also provide support with homework, questions about class work, studying for an exam, general reading and writing skills. The Student Study Center provides support for all students, including ELLs with IEPs with teachers from every subject area providing assistance through one-to-one tutoring, small group instruction, as well as peer-tutoring. Licensed ESL teachers will provide targeted assistance in English Language and Literacy support from 3:00PM to 5:00PM, and content area teachers will be available from 4:00PM. The Student Study Center will be open until 5:00 pm from Monday through Thursday. Students will be identified, and mandated to attend through consultation with subject area and ESL teachers, guidance counselors, using teacher data from uniform periodic assessments, and as identified through RTI Level 1 forms. The combined efforts of the ESL and content area teachers will help prepare ELLs for their content area classes and for Regents exams. The High School for Environmental Studies' Title III program supplements the regularly scheduled English and content area instruction. Study skills, note-taking skills, task analysis, and a familiarity with rubrics used in grading the Regents examinations will be stressed as well. Upon consultation with teachers and Guidance Counselors, ELLs who are identified as at risk will be mandated to attend. The full library resources will be available, and Foundations and Spanish language editions of content area textbooks will be available. Teachers and students will make use of Castle Learning online, Discovery Learning online, WorldBook online, and Kaplan Regents Prep books in the following subjects: English, US History, Global Studies, Algebra, and Living Environment.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: HSES will continue the many of the same professional development activities as last year. The Title III Professional Development program will provide teachers with a strong background to help support ELLs in High School for Environmental Studies' Student Study Center. All participating teachers will participate in workshops to familiarize them with the specific needs of ELLs, Common Core Learning Standards, Academic Language. The workshops will be facilitated by the Assistant Principals of the ESL, Science, and Humanities departments (Nazario, Santiago, and Dull), and ESL teachers (Soare and Rust). Sessions will be monthly throughout the year to allow teachers to identify best practices and provide feedback. Topics will include training for SMARTBoard/SMART Response, Edugame, Castle Learning online, Brainpop ESL and Espanol, Assessment and Questioning, SOAPStone and the Graff Template.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: In order to provide parents with information to best support their child, quarterly workshops will be offered on use of PupilPath/Skedula and ARIS to inform parents about student progress and provide communication with individual teachers, graduation requirements, the college application process and financial aid, resources available at the school, and basic computer skills. These workshops will be presented by the Assistant Principal of ESL (Nazario) and Parent Coordinator (Adams) and Librarian (D'Errico). In addition parents will be offered biweekly evening counseling and workshops offered in conjunction with the PTA and ENACT. Translators will be available for these workshops. Notification will be made through the PhoneMessenger, Skedula, and on the school's website as well as mailings and backpack letters.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.
Allocation Amount: $11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	10,012 $210 $210	200 hour per session for ESL and content area teachers 4 hours per session for supervisory per session for PD workshops 4 hours per session for Guidance Counselor for parent workshops
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$768	General instructional supplies.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	$11,775	