



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY HIGH SCHOOL

DBN (i.e. 01M001): 04M635

Principal: DR. ROBERT J. KANE

Principal Email: RKANE@SCHOOLS.NYC.GOV

Superintendent: DENISE J. HALLETT

Network Leader: STEVEN CHERNIGOFF

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
Dr. Robert J. Kane	*Principal or Designee	
Lauren Mann Baez	*UFT Chapter Leader or Designee	
Danish Gilmer	*PA/PTA President or Designated Co-President	
Roslyn Roberts	DC 37 Representative, if applicable	
Johanna Flores	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Ysabel Martinez	Member/ Parent	
Frances Guzman	Member/ Parent	
Vacancy	Member/ Parent	
Ron Levovitz	Member/ UFT	
Brandon Cruz	Member/ Student Representative	
	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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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.

By June 2014, demonstrate a combined 3% increase in the passing rate among all students taking or retaking any mathematics Regents examination in January, June and August inclusive.

Comprehensive Needs Assessment

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

For many years, the passing rates on all math Regents exams (Algebra, Geometry, Trigonometry) combined lagged behind all other subject areas. The Mathematics Department continued to suffer from instability and transition each year due to the excessing of faculty as a result of the school's phase-out status. At the start of the 2013-2014 school year, a mathematics vacancy existed for the first three weeks of school. Three- mathematics Absent Teacher Reserves (ATR's) were assigned by the New York City Department of Education to teach math classes and to provide mathematics students with additional support during the month of September 2013. This year, we are focusing again on providing intensive support to all students who will take or retake the Algebra I, Geometry and Algebra II/Trigonometry Regents examinations in January, June, and August of 2014 by scheduling Academic Intervention Services (AIS) in the afternoon, reviewing transcripts and carefully programming students each marking period cycle. The guidance counselor has been actively involved in meeting with students and parents as a means of keeping students motivated.

Instructional Strategies/Activities

Describe the research-based 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. Students will be programmed for the courses needed for graduation based on an analysis of their individual transcripts. All students will be given full programs. Classes will be created and will be scheduled so that students in need of particular classes can fit them into their schedules. Since AES's current register is 18 students, 16 students in cohort 2014 and 2 students in cohort 2013, and it has dwindling budgetary and staff capacities to organize its annual Saturday Academy, the principal of Life Sciences Secondary School, four blocks away, has graciously given our students access to attend its Saturday Program. This program operates five weeks prior to the administration of January 2014 and June 2014 Regents examinations. Its purpose for our students is to increase their probability to be able to graduate by June 2014 or August 2014. All eligible students will be identified for the January 2014 administration and informed of the need to participate in the appropriate mathematics Regents preparation program. Extensive outreach will be conducted to raise graduation standards and to increase the number of Regents diplomas that are awarded to students. The PLATO system will be utilized to assist with credit recovery only if students meet the current credit recovery criteria until March 2014. Parents will be kept abreast of course outcomes and students will be provided with the necessary interventions to promote graduation in four years. Transcript review days will be scheduled to take place in the fall and in the spring. College awareness will be supported through the guidance counselor and will be utilized as a means of increasing and promoting the graduation initiative. Instructors will be actively involved in the decision making/course planning process and in the formulation of assessments that are aligned to New York State's Common Core Learning Standards, New York State Learning Standards and New York City Performance Assessment in English Language Arts. They will be trained in the design of Common Core aligned tasks, other Regents-based assessments and in the utilization of line-item analysis as a means of pinpointing gaps in learning and as a means of aligning their instruction to student needs. The timeline for implementation of the strategies is September 2013 through June 2014.

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

1. Saturday Academy -- Staff of Life Science Secondary School
2. Parent Outreach - Guidance Counselor
3. Student Outreach - Guidance Counselor
4. After school instruction (AIS) - Math Instructor
5. Programming -- Assistant Principal

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

1. Students will attend at least 80% of the Saturday Academy/Saturday Program sessions.
2. Students will attend at least 80% of the after school AIS sessions.
3. Student scores on sample math Regents will increase over time.
4. January Math Regents scores will increase, hopefully to 80 to be CUNY eligible.

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

1. September 2013 - June 2014

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

1. The Saturday Academy at Life Sciences Secondary School will offer tutoring in all three Regents Math courses. The fourth session will be devoted to administering a sample regents exam which will be graded and then reviewed during the final session.
2. Parent Outreach will be provided in Spanish and English by our bilingual guidance counselor and will occur on school time and during the after school hours when necessary.
3. Student Outreach will be provided by our Guidance Counselor during school hours.
4. After school instruction (AIS) will be provided by our Math Instructor during the AIS period
5. Programming will be performed by the Assistant Principal during school hours.

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).

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

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- maintaining a staff person to serve as a liaison between the school and families;
- scheduling parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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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.

By June 2014, demonstrate a 3% improvement in attendance for students enrolled in 2013-14 school year.

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.

Regular attendance is crucial to school success and that even a minimal number of absences during the school year can have a serious impact on a student's ability to achieve. A 3% increase in annual attendance is achievable this year. The students remaining in this, our final year of phase out, demonstrate a willingness to attend school on a regular basis. The classes and programs that are offered in the school serve to bring almost all of our students in daily. Last year's final attendance rate was 82.5%.

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. The guidance counselor and attendance teacher will continue to reach out to students with attendance and lateness problems. In addition, we have found that attendance suffers just before a major holiday and on certain days such as Halloween. To prevent the attendance loss on those days we intend to provide a series of incentives. Examples of such: a pizza lunch on Halloween, a school wide potluck two days before the winter break and a student / staff breakfast on the morning directly before winter break. In addition, students coming to school and staying for all 8 periods on those days will receive movie tickets. Similar incentives will be offered before the mid-winter recess and spring break.

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

1. Guidance Counselor and Attendance teacher providing outreach to students and parents.
2. Food and movie ticket incentives

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

1. Attendance will hold steady at 89 - 94.5% on a daily basis, bringing up the overall rate for the year. [16-17 out of 18 students attending daily]

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

1. September 2013 - June 2014

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

1. Guidance counselor and attendance teacher make regular phone calls and home visits when necessary. Salary for Guidance Counselor is provided by both tax levy and Title I funds. Attendance teacher is funded by AIDP funds.
2. All staff is involved in school wide functions such as pot-luck and pizza lunches. Funding for incentives comes from Tax Levy funds.

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).

Parents will be regularly contacted regarding student attendance issues including phone calls on the day of each and every absence. Parents will be called in to school if students are absent and unexcused for more than 3 days during any calendar month.

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	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding (FSF) and Title I will support Guidance Counselor and school aide salaries. Title I and FSF will support the incentive programs. AIDP funds are used for the attendance teacher.

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.

By June 2014, engage in a minimum range or 4 to 10 observations of each classroom teacher following the protocols of Advance, the new teacher evaluation and effectiveness system.

Comprehensive Needs Assessment

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

Instructors reported in past Learning Environment Surveys that they wanted to receive more feedback on their teaching. They wanted the feedback to be more immediate and substantive. Teachers also reported that they wanted to be able to comment on the feedback they received and that the feedback should be used to help them grow professionally. Late Spring 2013, the New York City Department of Education started the implementation of a new Teacher Evaluation and Effectiveness System currently called Advance. Under the Measures of Teacher Practice component of Advance, teachers can select one of two options for classroom observation by evaluators. Option 1 consists of a minimum of one formal observation that includes a pre-observation conference and post-observation conference plus three informal observations (at least 15 minutes). Option 2 consists of at least six informal observations. Teachers, administrators and supervisors attended informational sessions in June and attended trainings during Summer 2013 and Fall 2013. A talent coach and achievement coach assigned to the Transition Support Network provided training to teachers and especially administrators/supervisors during the Fall term. Teachers also received school-based professional development provided by school administrators twice a month and during Chancellor's Conference Days on September 4, 2013 and November 5, 2013.

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

- Improved teacher effectiveness has been demonstrated to occur when teachers receive immediate feedback as a part of regular cycles of formative observations. Currently there are six instructors on staff at AES. Following walkthroughs, instructors meet with administrator(s) and develop mutually agreed upon next steps; feedback is immediate and is documented in writing. Most importantly, the feedback instructors receive is strictly formative information. The Learning Environment survey administered in the Spring along with instructor feedback from surveys will serve to monitor the achievement of this goal.

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

- Principal and Assistant Principal will perform observations and observational walkthroughs.

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

- Teacher scores on the various components of Danielson will increase over the course of the year.

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

- September 2013 - April 2014

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

- Principal and Assistant Principal will perform observations and observational walkthroughs.

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).

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

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy

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	Title III	Set Aside	Grants
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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.

By June 30, 2014, the last day the school will be open, graduate as many of the 18 students on register as possible or find alternate educational settings for those who cannot graduate by that date so the school has a closing student register of zero (0).

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 is in its final year of phase out. A student data tool has been employed to get a visual picture of every student at a glance and to quickly identify where students are excelling or lagging. The bilingual guidance counselor has developed close relationships with students and parents. Her ability to communicate with both groups in Spanish has made a big difference. College and career planning has been instituted and serves to help motivate students to want to fulfill graduation requirements. Students demonstrate daily that they are invested in their own education and are willing to put in the extra time and effort in afterschool AIS classes, Saturday Academy/Program, and intensive Regents preparation. Alternate educational settings have been identified for students who cannot graduate by June 2014.

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

Students will be programmed for the courses needed for graduation based on an analysis of their individual transcripts. All students will be given full programs. Classes will be created and will be scheduled so that students in need of particular classes can fit them into their schedules. Since AES's current register is 18 students, 16 students in cohort 2014 and 2 students in cohort 2013, and it has dwindling budgetary and staff capacities to organize its annual Saturday Academy, the principal of Life Sciences Secondary School, four blocks away, has graciously given our students access to attend its Saturday Program. This program operates five weeks prior to the administration of January 2014 and June 2014 Regents examinations. Its purpose for our students is to increase their probability to be able to graduate by June 2014 or August 2014. Extensive outreach will be conducted to raise graduation standards and to increase the number of Regents diplomas that are awarded to students. The PLATO system will be utilized to assist with credit recovery only if students meet the current credit recovery criteria until March 2014. Parents will be kept abreast of course outcomes and students will be provided with the necessary interventions to promote graduation by June 2014. Transcript review days will be scheduled to take place in the fall and in the spring. College awareness will be supported through the guidance counselor and will be utilized as a means of increasing and promoting the graduation initiative. Instructors will be actively involved in the decision making/course planning process and in the formulation of assessments that are aligned to Regents standards. They will be trained in the design of Regents-based assessments and in the utilization of line-item analysis as a means of pinpointing gaps in learning and as a means of aligning their instruction to student needs. The timeline for implementation of the strategies is September 2013 through June 2014.

1.

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

1. Saturday Academy/Saturday Program -- Staff of Life Science Secondary School
2. Parent Outreach - Guidance Counselor
3. Student Outreach - Guidance Counselor
4. After school instruction (AIS) - Math Instructor
5. Programming -- Assistant Principal

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

1. Credit accumulation will be monitored at the end of each credit cycle. Students will then be counseled if they are falling behind in credit accumulation and strategies such as credit recovery will be employed if applicable.
2. Regents examination requirements completion will be monitored following the administration of the January Regents exams. Students will then be programmed so that they receive additional assistance in the areas of need if the program allows.

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

1. September 2013 - June 2014

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

6. The Saturday Academy at Life Sciences Secondary School will offer tutoring in all Regents courses. The fourth session will be devoted to administering a sample

- Regents exam which will be graded and then reviewed during the final session.
7. Parent Outreach will be provided in Spanish and English by our bilingual guidance counselor and will occur on school time and during the after school hours when necessary.
 8. Student Outreach will be provided by our Guidance Counselor during school hours.
1. After school instruction (AIS) will be provided by all instructors during the AIS period.
Programming will be performed by the Assistant Principal during school hours.
 2. Instructors are all funded with a combination of Tax Levy and Title I funds.

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).

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

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy

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	x	Title IA	Title IIA	Title III	Set Aside	Grants
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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
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List any additional fund sources your school is using to support the instructional goal below.

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

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

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).
Teachers and the assistant principal at the Academy of Environmental Science Secondary High School receive professional development during period 6 monthly Faculty Meetings and Professional Development Conferences focused on Common Core Learning Standards including argumentative writing, the school's 2013-2014 instructional focus, the pedagogical shifts demanded by the Common Core State Standards and Advance, the new Teacher Evaluation and Effectiveness System that incorporates the 2013 edition of the Danielson Framework for Teaching . The Transition Support Network's Achievement Coach provides weekly period 6 professional development on Tuesdays based on the school's 2013-2014 focus of argumentative writing. He also provides weekly mathematics coaching to our new math teacher. Chancellor's Conference Days in September, November, January and June are devoted to professional development based on 2013-2014 Citywide Expectations that include implementation of the Common Core State Standards, pedagogical shifts that the Common Core Standards demand and Advance, the new Teacher Evaluation System. English Language Arts, Mathematics, Science, Special Needs and Social Studies teachers attend a series of three all-day professional development sessions provided by the Transition Support Network based on Common Core State Standards for English Language Arts and Literacy, Mathematics, the pedagogical instructional shifts demanded by the CCSS, Universal Design for Learning and the Danielson Framework for Teaching. Teachers are given the opportunity to attend CCSS professional development sessions provided by Central NYC DOE. Also, professional development on CCSS is provided at Transition Support Network Principal Meetings and Assistant Principal Meetings.

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.).
Conceptual consolidation is used to provide instructional and supportive services to the students where ever possible.

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.

Four of the six members (66.7% of the teaching staff) of the School Local Measures Committee are teachers. This committee made recommendations to the principal regarding the use and selection of appropriate assessment measures.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 04	Borough Manhattan	School Number 635
School Name Academy of Env. Sci. Sec. HS		

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 Robert Kane	Assistant Principal Devorah Zamansky
Coach Gary Eisenger	Coach
ESL Teacher Kathryn Donahue	Guidance Counselor Elbia Perez
Teacher/Subject Area	Parent Danish Gilmer
Teacher/Subject Area	Parent Coordinator
Related Service Provider Elbia Perez	Other
Network Leader(Only if working with the LAP team)	Other

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	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)	18	Total number of ELLs	1	ELLs as share of total student population (%)	5.56%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)
				0

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	1	0	0	0	0	0	1
Total	0	0	0	1	0	0	0	0	0	1

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												0	1	1
SELECT ONE														0
SELECT ONE														0
TOTAL	0	1	1											

*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	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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												1		1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	1	0	1

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)												0	0	0

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)												0	1	1
Advanced (A)												0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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

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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (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	1		0	
Integrated Algebra	1	0	0	0
Geometry	0			
Algebra 2/Trigonometry	0			
Math				
Biology				
Chemistry	0	0	0	0
Earth Science	1		0	0
Living Environment	1	0	0	0
Physics	0	0	0	0
Global History and Geography	1	0	0	0
US History and Government	1	0	0	0
Foreign Language	0	1	0	1
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.
We use the results from the previous year's NYSESLAT and Regents results to guide us in our programming and determine the type of support our students and teachers will need. The our ELLs need additional support with building reading and writing skills and are therefore scheduled them for two periods of ELA taught by the ESL teacher.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a general rule, our students are increasing in proficiency during their time here.
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](#))
After examining the NYSESLAT modality results, we see that students across all grades generally score higher on the listening/speaking portion of the exam, with many students scoring Proficient; and lower on the reading/writing portion of the exam, with no students scoring Proficient.

Depending on the modalities the students are more/less proficient in, content area teacher will incorporate more mini-lessons with that modality. In addition, work will be done during 9th period to provide further support to students, particularly in reading and writing.
4. 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?
 - a. None of our students has accepted the option to take the Regents exams in their native language. There are no specific patterns among the remaining ELL.
 - b. Since we are 12th grade only, we do not administer periodic assessments. We do intend to use the data from the NYC ELA Performance pre-assessment in order to inform instruction in all subject areas.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Instructors work to use native language cognates as often as possible when teaching new vocabulary. All instructors are fully aware of our students' abilities in both English and Spanish.
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our success is determined by how much students improve on the NYSESLAT, and the ELA regents exams as well as how well they do on their other standardized exams.

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](#).)
NOTE: AES IS IN ITS FINAL YEAR OF PHASE OUT. NO NEW STUDENTS ARE BEING ADMITTED.

When new students arrive to the school, our protocol is as follows:

- The student and parent are interviewed by the ESL teacher, Kathryn Donahue. If during the interview it is determined that the student needs to receive and fill out the Home Instructional Language Survey (HILS) the survey is given to the parent in their preferred language, usually the language spoken at home. Upon completion of the HILS survey, we determine if the student needs to take the LABR for the determination of the need for ESL/Bilingual education services. If the student is Spanish speaking they are also given the LABR in Spanish to determine proficiency in the native language. The LABR is given to the student within the first ten days of registering in the school. The ESL teacher administers the test.

Based on the preliminary grading of the LABR, and the responses on the HILS form the student is placed in the appropriate ESL class as determined by the ESL teacher in collaboration with guidance counselor. The HILS is placed in the students cumulative record.

- If the student needs ESL services then the parent is invited to the parent orientation where they complete the parental program selection survey and are given the entitlement letter. They are also shown the orientation video which shows the programs available in NYC schools for their child, and they then complete the program selection form.
- Working with guidance counselors, the ESL teacher will place the student into the program appropriate to his/her needs and abilities.

2. 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.

NOTE: AES IS IN ITS FINAL YEAR OF PHASE OUT. NO NEW STUDENTS ARE BEING ADMITTED

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

3. 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 [\[see tool kit\]](#).)

We distribute continued entitlement letters to students and parents each fall once the NYSESLAT scores are available. We determine eligibility based on the RLAT and RNMR reports from ATS. The ESL Coordinator and Assistant Principal of ESL work together to complete this task, sending the continued entitlement forms home with the students. The school aide and guidance counselor remind students and call home if the forms are not returned in a timely manner. Parent Survey and Program Selection forms are completed by parents upon enrolling their child in our school for new admits. These forms, coupled with the parent orientation and the film resources, allows parents the most direct way to choose the program they feel is appropriate for their child's needs. The forms are stored with the students' permanent records.

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.

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

selection and if we reach 20 or more requests for a bilingual program we will open one.

5. 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.

During the NYSESLAT window, all ELLs who are on register will be pulled from their regularly scheduled classes in order to take the various components of the NYSESLAT. The components will be administered by staff other than our ESL instructor.

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. [i](#)

The trend for our students has been that parents choose the Freestanding ESL program that we offer. Many parents feel that there is an urgent need for their child to merge into the monolingual mainstream. In analyzing the Program Selection forms, of the parents of new admits, the only program selected was Freestanding ESL Program. 2009 was the last time that we had new ELL students admitted to AES. We have had no requests for the Dual Language/TBE Program. The reason for this may be that this is a High School and parents are very concerned with how other programs will affect college admission.

We are in our final year of phase out and will not have any new students admitted.

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])?

Due to the small size of our school, our ESL instructor teaches all ELA classes. Intermediate level ELLs are scheduled for two ELA classes per day and are integrated into the student population at large. Beginner ELLs have an additional period of instruction every day that is specifically targeted to their needs. All classes are heterogeneous due to our small size.

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)?

The mandated number of instructional minutes is provided as follows: Beginner ELLs:

As of 10/29/13 there are no longer any beginner ELLs on register.

Intermediate ELLs:

All 90 minutes of 2, 45 minute ELA classes are taught by the ESL instructor every day.

Advanced ELLs:

N/A We do not have any advanced ELLs on register.

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.

The ELL students receive content instruction in English with the support of our ESL teacher. They are provided with bilingual glossaries, and supplementary materials in their native language. Our ESL teacher continuously provides additional support in English language development using a varied ESL material that can support these students in the content area subjects. The ESL curricula and delivery of instruction are aligned with the ELA curricula and delivery of instruction. We are currently aligning the ESL curricula with the Common Core State Standards. Our ESL teacher has received professional development training to support her in executing and delivering this curriculum. Workbooks and textbooks at the various levels have been purchased and utilized by the ESL teacher in support of the ELA instruction.

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

The ESL curricula and delivery of instruction are aligned with the ELA curricula and delivery of instruction. Licensed teachers in both the ELA and ESL departments have received professional development training to support them in executing and delivering this curriculum. Our ELA classes are based almost exclusively on building the skills of literary appreciation and interpretation, and the writing process and are aligned with the Common Core standards. Because our program is an ESL and not a bilingual program, we do not have a Native Language Arts program. We would try to mirror such a class on its ELA counterpart, such that students are still acquiring the skills of literary analysis and appreciation, as well as developing the writing process, in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL instructor is constantly monitoring their progress in all modalities of English acquisition. She speaks with her students and has them writing on a daily basis in order to ensure that all modalities are addressed
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).

a. Our school currently has no students categorized as SIFE.

b. None of our students are identified as newcomers ELLs.

c. Of our 2 ELLs, 1 student is identified with 4-6 years of service, this student can speak and listen to English and is currently not attending school as she has just given birth. Prior to this she was progressing in her classes at the same pace as their peers. When she returns she will receive additional tutoring and review through our afterschool AIS program. All ELLs receive glossaries, adapted material, and with the use of differentiated instruction.

- d. We no longer have any long term ELLs on register.
- e. Our former ELLs are receiving small group instruction in all of their classes and are still provided with additional time on their exams.
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?
We no longer have any ELLs with disabilities.
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?
We will evaluate our current model of largely push-in instruction and continue to make adjustments based on insights into student achievement and the changing ELL population..

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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

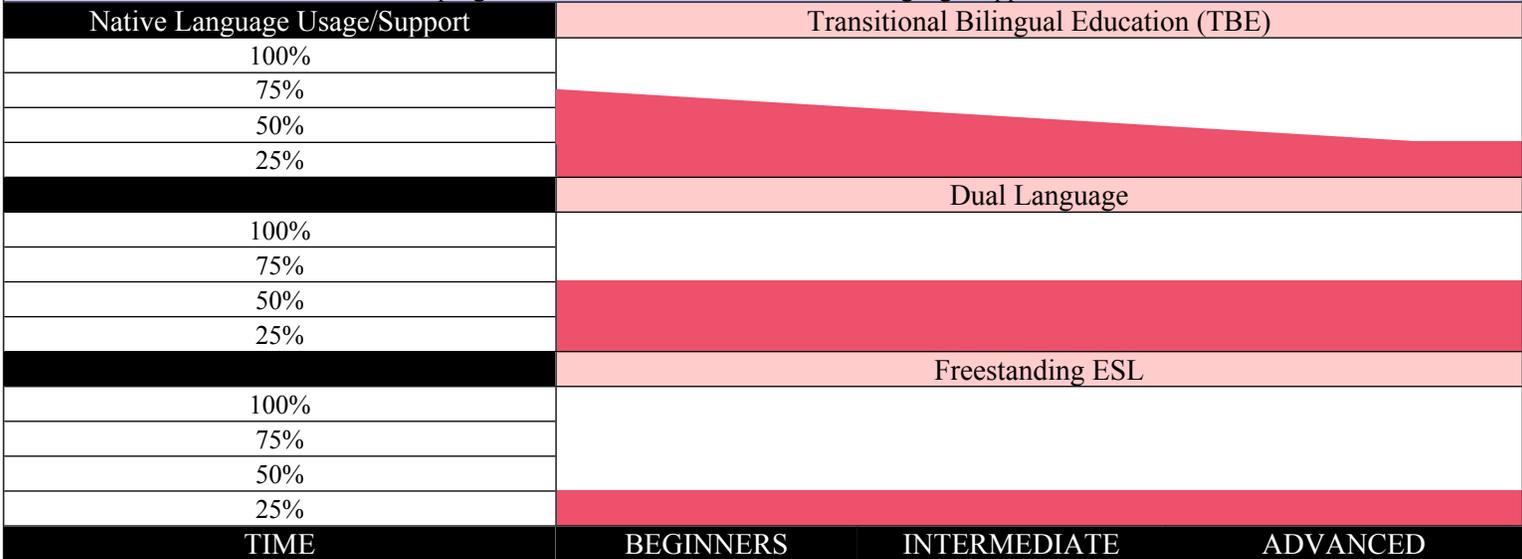
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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 push in model will allow the ESL teacher to collaborate with the content area teacher and plan for strategies and skills that will support the ELLs in all the classes. Research shows that ELL students perform better when given opportunities to work in groups, to use graphic organizers for note taking, and to use prior knowledge. This will enable us to focus on content area subject matter and better prepare students for Regents exams. We feel that student performance in their content area classes as well as on the NYSESLAT will be greater with this shift. This also allows for more continued support for former ELL students. The ESL teacher will provide additional support in content areas other than ELA during the 9th period AIS program.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program has proven effective in that our students do eventually pass the NYSESLAT and move out of ESL classes.

11. What new programs or improvements will be considered for the upcoming school year?

No new programs are planned.

12. What programs/services for ELLs will be discontinued and why?

Stand alone ESL classes have been discontinued due to the lack of ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are offered equal access to all school programs. Sports and extra-curricular clubs are made accessible to ELL students; staff and students encourage ELLs to participate.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support in our ESL program is offered through students' access to glossaries, translation websites, native language websites and documents relevant to class work, and support from other bilingual students. Students are encouraged to support each other's learning and effort is made to arrange collaborative grouping with common native languages so they can provide native language support to one another.

16. Explain how the required services, support, and resources correspond to ELLs' ages and grade levels.

Required services, support, and resources correspond to ELLs' ages and grade levels. Student's literacy development is supported through age appropriate texts and differentiated materials. Materials and targeted skills are essential standards-based skills needed throughout all core-curriculum classes.

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.

Due to phase-out, no new students are being enrolled at this time.

18. What language electives are offered to ELLs?

All of our ELLs have completed their language requirements and language courses are currently not being offered at our school at all.

19. For schools with dual language programs:

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

Not Applicable

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.

Professional development is continuously received throughout the school year. All training acquired through formal university coursework, off-site conferences, and scholarly literature is disseminated to the instructional staff as a whole through faculty meetings.

Our ESL teacher participates in all team meetings. Through these activities the ESL teacher is able disseminate ELL methodology with other teachers as well as influence school policy to meet the needs of ESL students. Off-site professional development opportunities are also offered to teachers when applicable. Teachers are informed of and independently (with administrative approval) choose professional development opportunities that are provided by the NYC Department of Education, Office of English Language Learners, as well as local universities.

At the beginning of the school year we provide an orientation for the entire staff, which includes, Assistant Principals, subject area teachers, guidance counselors and support staff. The ELL students are identified, and teachers are provided with strategies on differentiated instruction. We provide them with translation services in order for the teachers to communicate with the home. School wide professional development on strategies of working with ELLs. The ELL teacher meets with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class. Guidance visit classrooms to assist teachers in the transition for the students from middle school to high school. Records are kept with sign in sheets and minutes of PD sessions.

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?

As neither of our ELL students attend, their parents are not active in our school. They have been helpful as we work to move their children out of our school and into a more appropriate setting. The ESL teachers and school support staff are involved in outreach. Parents are also invited to all Parent Association meetings held on a monthly basis. In addition, we will facilitate college awareness meetings for parents and students during the school year. These meetings will include refreshments for parents and students and will take place after the school day. We will also plan college visits for ELL students to increase college awareness.

2. Our school is not partnered with any SBO, however the SCAN Beacon afterschool program housed in our building complex is open and available to all our students.

3. In past years, parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services. All parents are encouraged to attend our monthly Parent Association meetings, however, we have always experienced a low turnout of parents of ELL students. Also, as ELL parents participate in other activities at the school throughout the year we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

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.

AES is in its final year of phase out. As of this writing, both of our ELL students are LTAs. One of the two is currently attending a GED program and is awaiting discharge. The other student is on maternity leave and does not have enough credits to graduate by the time the school closes. We are working with her family to transfer her to a more appropriate setting.

School Name: Academy of Environmental Scien

School DBN: 04M635

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Kane	Principal		11/13/13
Devorah Zamansky	Assistant Principal		11/13/13
	Parent Coordinator		
Kathryn Donahue	ESL Teacher		11/13/13
Danish Gilmore	Parent		11/13/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Elbia Perez	Guidance Counselor		11/13/13
Steven Chernigoff	Network Leader		11/13/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04m635 School Name: Academy of Environmental Science Se

Cluster: 6 Network: 610

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

Part A: Needs Assessment Findings

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

The demographic data and the data provided by our home language surveys was examined. We also examined the documents that are most frequently sent home to parents. These documents include: PTA meeting information, school calendars, testing and graduation information, health updates, attendance notices, student academic information, student progress report updates. We have determined that the major translation and interpretation need in our school is Spanish since 50% of our students come from Spanish speaking homes.

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

Our findings show that translation services are necessary in Spanish. According to the Home Language Report in ATS, 55% of parents report that Spanish is the predominant home language. The other languages listed as home languages by parents of our students are: 5% list Bengali; 40% list English.

Part B: Strategies and Activities

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

Written language translation services are provided in-house by our Spanish speaking Guidance counselor. We have the ability to translate documents into Spanish in-house and letters and notices are sent out in English with Spanish translations. All other translations will be done via the Office of Translation Services as we do not have qualified staff on hand capable of providing translations for languages other than Spanish.

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

Oral interpretation services are provided in-house by our Spanish speaking Guidance Counselor or our Spanish speaking instructor. For data-sensitive interpretation such as suspense and guidance conferences we have other staff members on hand to capable of interpreting in Spanish. For languages other than Spanish we will utilize the over-the-phone service provided by the Office of Translation Services.

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

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