

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

32K403

School Name:

ACADEMY FOR ENVIRONMENTAL LEADERSHIP

Principal:

CHÁNTANDRÉA BLISSETT

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 32K403
School Type: Community School Grades Served: 9-12
School Address: 400 Irving Avenue, Brooklyn, New York 11237
Phone Number: (718) 381-7100, extension 5118 Fax: (718) 381-0223
School Contact Person: _____ Email Address: Cblisse2@schools.nyc.gov
Principal: ChántAndréa Blissett
UFT Chapter Leader: Jeanette Acevedo
Parents' Association President: Minelly Vasquez
SLT Chairperson: Eric Newville
Student Representative(s): Diana Cortes & Marie Paulino

District Information

District: 32 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: (718) 455-4635 Fax: (718) 455-4684

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Christopher Groll
Network Number: 404 Network Leader: Malika Bibbs

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
ChántAndréa Blissett	*Principal or Designee	
Jeanette Acevedo	*UFT Chapter Leader or Designee	
Minelly Vasquez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Diana Cortes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mariluz Aguilar	Member/ PTA Designated Co-President	
Cecilia Montero	Member/ PTA Secretary	
Eric Newville	Member/AP/SLT Chair	
Nilda Gomez-Katz	Member/ AP	
Mayra Vargas	Member/ PTA Treasurer	
Marie Paulino	Member/ Student Representative	
Milagros Ruiz	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. The Academy for Environmental Leadership is a small, innovative learning community with a highly collaborative approach to teaching and learning. In alignment with this approach to teaching and learning is the AEL Vision which seeks to ensure a better tomorrow by empowering students to become responsible leaders and caretakers of the Earth. As part of that vision, we strive to make students part of a global response to preserving and sustaining our environment. In addition to this, our curriculum is grounded in the sciences, math, and the humanities. Students are provided with opportunities to see the relevance of their education within their own lives as members of a global society. Every student is held to the highest standards and has consistent opportunities for intellectual engagement. Our instructional focus promotes reading and writing across all content areas as we expect all students to be college and career ready prior to graduation. We welcome active parental involvement, which is essential to the success of our school.
2. For the 2010-2011, 2011-2012, 2012-2013 and the 2013-2014 school years, the Academy for Environmental Leadership has earned an A rating, which makes us a four A school. This accomplishment is no small feat and would not be a reality if it were not for the teams structures that work together, using the systems that we have in place to address the learning, social, emotional and environmental needs of the AEL community.

Given this track record of being an A school, we have the unique challenge of making sure that integrity of our collaborative team structure is never sacrificed or compromised by new initiatives. For example, due to the decisions that were made last year when we had our teachers vote on the school-based option (SBO), our schedule changed drastically, pushing our 5th period (middle of the day) Common Planning time to the end of the day. Ever since the start of the 2014-2015 school year, it has been quite an undertaking regaining the consistency of conducting these weekly meetings as the times that we have slotted to have our department and cohort (inquiry) teams meet is in competition with Professional Development and Other Professional Work Periods. As a result, the school leadership has decided to retool our approach to the 80 minute PD block on Wednesdays and (along with the Staff Development Committee) we will designate two Wednesdays each month for department teams and cohort (Inquiry) teams to meet.

3. An area where AEL made the most growth during the 2013-2014 school year is (according to the 2013-2014 School Quality Guide) our College and Career Preparatory Course Index. According to the report, students who completed approved rigorous courses and assessments within four years of high school, after entering the 9th grade in 2010-2011 was up, from 62% in 2012 and 2013 to 94% in 2014. Another area where AEL made significant growth is our 4-Year College Readiness Index. Students who graduated with a Regents diploma and met CUNY's standards for college readiness in English and math within four years, after entering 9th grade in 2010-11 was up from 30% in 2013 to 58% in 2014. Another area of growth was in US History Regents Pass Rate which was up from 51% in 2013 to 57% in 2014.

Key areas of focus for this year are as follows: our Regents Pass Rates in Science (59% in 2013 and 54% in 2014), Global Studies (73% in 2013 and 34% in 2014), English (88% in 2013 and 56% in 2014) and Math (70% in 2013 and 51% in 2014). Lastly, our overall performance concerning our School Environment is currently "Approaching Target" on the Quality Review.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Through informal observations, 75% of teachers were rated below proficiency in the area of questioning and discussion techniques (Component 3b); coherent instruction (Component 1e); and engaging students in learning (Component 3C); as measured by the Danielson Framework for Teaching.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of teachers will demonstrate proficiency in incorporating multiple entry point strategies as measured by an overall effective rating on the Danielson Framework for Teaching rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Frequent cycles of observations with actionable feedback.	Instructional staff	September 2014-June 2015	The administrative team
Professional development by teachers and administrators.	Instructional staff	November 2014- Use Election Day PD time to focus on 3b; December 2014- Check observation schedule to see if admin is on track; February 2015- Administer	The administrative team, teacher-leaders and the Staff Development Committee (SDC)

		Teacher Self-Evaluation; March 2015- Design PD based on Teacher Self-Evaluation Feedback.	
In-class coaching for new and struggling teachers by lead teacher/school based instructional coach.	New and struggling teachers	September 2014-June 2015	The lead teacher and the administrative team
Frequent conversations and/or inter-visitations as organized by Network Coach of other schools to observe best practices in targeted schools in our network.	Administration and the Instructional staff	September 2014-June 2015	Network Instructional Coach, Talent Coach, school-based mentors/coaches and the administrative team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principals, School-based Mentors/Coaches, Lead Teacher, Teacher-Leaders and our Network Instructional and Talent Coaches.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Fair Student Funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
(a)Administration will begin conducting informal observations by mid-September/early October 2014 and formal observations by November 2014; (b) Beginning in September 2014, mentors/lead teacher/teacher-leaders will conduct weekly PD workshops featuring best practices for the entire instructional staff; and (c) By February 2015, in-house teacher surveys will be analyzed to inform the SDC on the development of the PD plan for the remainder of the school year. Feedback from these surveys will be our mid-point benchmark that will indicate to us whether we are meeting Goal #1 as a school.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our school is one where students feel safe and supported in their classrooms, as evidenced by the Learning Environment Survey results from our students and their parents. However, some students have indicated that they do not feel that they have to work hard in all of their classes on the survey. Furthermore, through informal observations, 75% of teachers were rated below proficiency in the area of Using Assessment in Instruction techniques (Component 3d); as measured by the Danielson Framework for Teaching. If teachers use assessment techniques properly, our classes will become more rigorous, and students will work harder therein. Element 2.2 of our Peer Quality Review from the 2013-14 is further evidence that this is a need.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, AEL will ensure that at least 50% of teachers are rated as Effective and/or Highly Effective on Danielson Component 3D , by having them provide opportunities for students to self-assess and receive detailed feedback based on the outcomes of all assessments, so that each student has a clear understanding of next steps to take towards academic progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Frequent cycles of observations with actionable feedback.	Instructional staff	September 2014-June 2015	The administrative team
Professional development by teachers and administrators, including on Checking for Understanding, Common Grading Policy, Use of Rubrics for Self and Peer Assessment and others.	Instructional staff	November 2014- Use Election Day PD time to focus on 3b; December 2014- Check observation	The administrative team, the lead teacher and teacher-leaders

		schedule to see if admin is on track; February 2015- Administer Teacher Self-Evaluation; March 2015- Design PD based on Teacher Self-Evaluation Feedback.	
In-class coaching for new and struggling teachers by lead teacher/school based instructional coach.	New and struggling Instructional staff members	September 2014-June 2015	The lead teacher, school based mentors/coaches and the administrative team
Frequent conversations and/or inter-visitations as organized by Network Coach of other schools to observe best practices in targeted schools in our network.	The administrative team and the instructional staff.	September 2014-June 2015	The Network Instructional Coach, Talent Coach and the administrative team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Assistant Principals, School-based Mentors/Coaches, Lead Teacher, Teacher-Leaders and our Network Instructional and Talent Coaches.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Fair Student Funding.									

Part 6 – Progress Monitoring

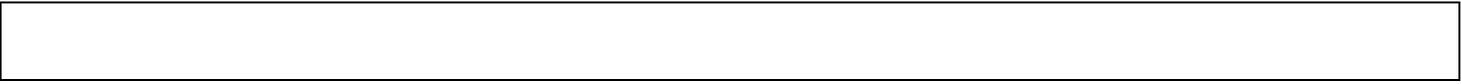
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

(a)Administration will begin conducting informal observations by mid-September/early October 2014 and formal observations by November 2014; (b) Beginning in September 2014, mentors/lead teacher/teacher-leaders will conduct weekly PD workshops featuring best practices for the entire instructional staff; and (c) By February 2015, in-house teacher surveys will be analyzed to inform the SDC on the development of the PD plan for the remainder of the school year. Feedback from these surveys will be our mid-point benchmark that will indicate to us whether we are meeting Goal #1 as a school.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Through informal observations, 75% of teachers were rated below proficiency in the area of Coherent Instruction techniques (Component 1e); Demonstrating Knowledge of Content and Pedagogy; Using Questioning and Discussion Techniques (Component 3b); and Engaging Students in Learning (Component 3c); as measured by the Danielson Framework for Teaching.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 75% of teachers will craft instructional tasks with increased complexity and rigor as measured by an overall effective/highly effective rating on the Danielson Framework for Teaching rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Frequent cycles of observations with actionable feedback.	Instructional staff	September 2014-June 2015	The administrative team
Professional development by teachers and administrators.	Instructional staff	November 2014- Use Election Day PD time to focus on 3b; December 2014- Check observation schedule to see if admin is on track February 2015-	The administrative team, the lead teacher and teacher-leaders

		Administer Teacher Self-Evaluation; March 2015- Design PD based on Teacher Self-Evaluation Feedback	
In-class coaching for new and struggling teachers by lead teacher/school based instructional coach.	New and struggling instructional staff members	September 2014-June 2015	Lead Teacher, school based mentors/coaches and the administrative team
Frequent conversations and/or inter-visitations as organized by Network Coach of other schools to observe best practices in targeted schools in our network, and review Hess' Cognitive Rigor Matrix with instructional staff.	Instructional staff and the administrative team	September 2014-June 2015	The Network Instructional/Talent Coach, Teacher-Leaders and the administrative team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principals, School-based Mentors/Coaches, Lead Teacher, Teacher-Leaders and our Network Instructional and Talent Coaches.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Fair Student Funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
(a)Administration will begin conducting informal observations by mid-September/early October 2014 and formal observations by November 2014; (b) Beginning in September 2014, mentors/lead teacher/teacher-leaders will conduct weekly PD workshops featuring best practices for the entire instructional staff; and (c) By February 2015, in-house teacher surveys will be analyzed to inform the SDC on the development of the PD plan for the remainder of the school year. Feedback from these surveys will be our mid-point benchmark that will indicate to us whether we are meeting Goal #1 as a school.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The strengths of our school’s leadership include their collaboration, knowledge of instruction and school leadership, experience, open-door policy towards staff, positive outlook and creation of well-aligned schoolwide systems relating to operations and instruction. A need for school leadership is that we only had two administrators in the 2013-14 school year. For the 2014-15 school year, we had to promote a teacher into the role of assistant principal. We recognize the need to train the new assistant principal.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The new assistant principal will conduct at least thirty to forty observations with another administrator. The administrators will agree on their ratings and feedback, and de-brief with teachers together by the end of the school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
The new assistant principal will receive training from the Network Coach and DOE Talent Coach	Assistant Principal	September 2014 – June 2015	Principal, Assistant Principal, Network Coach and DOE Talent Coach
The returning administrators will mentor the new assistant principal.	Assistant Principal	September 2014 – June 2015	Principal, Assistant Principal
The new assistant principal will receive training through Math for America, a CBO dedicated to improving math instruction.	Assistant Principal	October 2014 – May 2015	Math for America, Principal, Assistant Principal

The new assistant principal will learn DOE systems including ADVANCE, OORS, FAMIS, ATS, STARS, SESIS and Galaxy.	Assistant Principal	September 2014 – June 2015	Principal, Assistant Principal, DOE Talent Coach, Network Coach.
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The new assistant principal will need to be hired. Need to schedule time with the Talent Coach and Network coach in the school. The administrators will need to schedule time together for doing observations, planning and delivering ratings and feedback.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark will be February 2nd, 2015. The administrators will review progress quarterly using the Observation Dashboard on ADVANCE.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

A strength of our school is our strong relationship with our parents and families. They consistently give our school very high ratings on the Learning Environment Survey. A need of the school is that we did not have a parent coordinator in the 2013-14 school year. We will be hiring a new parent coordinator for the 2014-15 school year, who is experienced, but has only worked in middle school settings. She will need to be trained at how to work in a high school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

For the Spring 2015 Learning Environment Survey, at least 50% of parents will respond that they are “very satisfied” to the question How satisfied are you with the response you get when you contact your child's school?

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Our parent coordinator will attend trainings that are aligned to the Capacity Framework through the Department of Education.	Parent coordinator	September 2014 – June 2015	Parent coordinator, Administration, NYC DOE
An administrator will participate in a weekly check-in with the parent coordinator.	Parent coordinator	September 2014 – June 2015	Parent Coordinator, Administration
The parent coordinator will meet with the other three parent coordinators in the campus to learn best practices for working with high school families.	Parent coordinator	September 2014 – June 2015	Parent Coordinator, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Other school staff (secretaries, community assistant, school aide) will need to help cover the responsibilities of the parent coordinator while she is in meetings and outside of the school building for trainings.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students who are designated as English Language Learners with very low to basic English language skills, students with disabilities (SWDs) as well as students in general education who are level 1 and 2 in ELA are targets for academic intervention services.	<p>We ensure that students who receive ELL services also receive ELA strategies from an English teacher who works collaboratively with an ELL teacher.</p> <p>We make sure that ESL teachers receive ELA strategy training. Students are grouped based on their academic needs. ELL students receive the required number of mandated minutes of ELL instructional time. We try to keep our class sizes low.</p> <p>Self-contained classes are team-taught by a special education teacher who is dually certified in that content area with additional support from a paraprofessional.</p>	<p>ELL students receive the required number of mandated minutes of ELL instructional time.</p> <p>We try to keep our class sizes low. Self-contained classes are team-taught by a special education teacher who is dually certified in that content area with additional support from a paraprofessional.</p>	<p>Students receive informal reading and math assessments upon entering the school.</p> <p>Some students have additional instructional time built into the day.</p> <p>In addition, we offer an additional hour of tutoring after school in ESL and the other three major content areas (Math, Science and Social Studies) on Mondays and Fridays.</p>
Mathematics	Students who are designated as English Language Learners with very low to basic English acquisition skills, students with disabilities (SWDs) as well as students in general education who are level 1 and 2 in mathematics are targets for academic intervention services.	<p>Students are grouped based on their academic needs, as evidenced by standardized testing, school-created assessments and informal observations.</p> <p>ELL students are given instruction and resources in their native language as well as English.</p> <p>Self-contained classes are team-taught by a special education teacher who is dually certified in that content area or have a content area teacher who is supported by a special education teacher or paraprofessional.</p>	Students are taught in small homogenous groups and given additional class time with their classroom teacher to obtain skills from prior grade levels.	<p>Students needing additional attention are taught in one-to-one groups after school or during lunch.</p> <p>Students are given additional instructional time built into the day.</p>
Science	Students who are designated as English Language Learners with very low to basic English acquisition skills, students	ELL students are given instruction and resources in their native language as well as English.	Students are taught in small homogenous groups, and given additional class time with their classroom teacher to obtain skills	Students needing additional attention are taught in one-to-one groups after school or during lunch.

	with disabilities (SWDs) as well as students in general education who are level 1 and 2 in ELA and mathematics are targets for academic intervention services.		from prior grade levels.	Students are given additional instructional time built into the day.
Social Studies	Students who are designated as English Language Learners with very low to basic English acquisition skills, students with disabilities (SWDs) as well as students in general education who are level 1 and 2 in ELA are targets for academic intervention services.	Self-contained classes are team-taught by a special education teacher who is dually certified in that content area or have a content area teacher who is supported by a special education teacher or paraprofessional. ELL students are given instruction and resources in their native language as well as English.	Students are taught in small homogenous groups, and given additional class time with their classroom teacher to obtain skills from prior grade levels.	Students are given extra instruction during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with IEPs that mandate they receive group or individual counseling services from their Guidance Counselor. Other students in need of counseling interventions are identified and then referred to their Guidance Counselor and from there the school Social Worker if further counseling measures are needed.	Meet for counseling as per students' IEPs and as per recommendations of counselors and/or other staff.	Meet for counseling as per students' IEPs and as per recommendations of counselors and/or other staff.	Meet for counseling as per students' IEPs and as per recommendations of counselors and/or other staff.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

- ✓ Attendance at high school hiring fairs and hiring halls.
- ✓ Web based recruitment for job openings when applicable.
- ✓ Emphasis on teacher collaboration, curriculum creation,
- ✓ Additional training to teach Advanced Placement classes, team teaching, focusing on the six approaches to co-teaching in an ICT setting.
- ✓ Opportunities for elective class creation.
- ✓ Staff participation in school based decision making process, i.e. the Staff Development Committee (SDC) meets monthly as well as monthly COSEA meetings (COMMITTEE ON SPECIAL EDUCATION ACCOUNTABILITY TEAM) which consists of the Principal, the Assistant Principals, all four Special Education teachers, two General Education teachers and the School Based Support Team (SBST).
- ✓ Monthly common planning time for departments
- ✓ Outside Professional Development opportunities that teachers can attend with the approval of administration.
- ✓ 100% of the staff will participate in a professional development workshop series that is conducted by their peers (including lead teachers/school based mentors and coaches, effective and highly effective teachers in certain teaching component areas, our ESL/Special Education certified teachers, administration, our Network Instructional Coach and guest presenters) designed to build awareness and understanding of best classroom practices and instruction that is aligned to the Common Core and models "Effective" and "Highly Effective" teaching as measured by the "Danielson Framework for Teaching Components."
- ✓ With 100% of the staff, the Principal/APs will use that Danielson rubric to facilitate individual and group conversations around classroom practice.
- ✓ The Principal and Assistant Principals will conduct 4-6 formal and informal observation conversations for each teacher using the "Danielson 2013 Rubric: Adapted to New York Department of Education Framework for Teaching Components" to provide feedback.
- ✓ 100% of the staff will participate in weekly professional development workshops during our 80-minute Professional Development periods on Wednesdays from 2:35-3:55 PM.
- ✓ Our staff has already received training on how to analyze student work using specific tuning protocols and will continue to receive regular training over the course of the year on this process during our in-house professional development workshop series. We will discuss the expectations of the Common Core and compare where students' work is now as compared to where it will be expected to be. We will then provide professional development and other strategies, as needed, to help our instructional staff to improve student achievement.

2b. 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).

- ✓ To enable all students to meet Common Core State Standards (CCSS), the school developed a professional development plan that is targeted to meet teachers' needs.

- ✓ Teachers meet 1 time per month to plan in their content areas (by department).
- ✓ Teachers meet 1 time per month in inquiry/cohort teams to discuss the implementation of interventions and to create targeted goals for subgroups of students.
- ✓ Teachers use Skedula as a data source for their planning and inquiry teamwork.
- ✓ Teachers participate in targeted teams in the tenure track meeting with the lead teacher, the new teacher meetings with their school-based mentor/coach, the Special Education/C.O.S.E.A. meeting with administration, ELL meeting with administration, and in targeted professional development workshops that focus on specific Domains/Components areas of the “Danielson Framework for Teaching.”
- ✓ The Principal and Assistant Principals participate in targeted professional development, i.e., informal observations, targeted feedback to teachers, etc., with the Network Instructional Coach every 2 weeks and with the Network Talent Coach quarterly.
- ✓ The Principal and Assistant Principals participate in Network monthly professional development workshops specifically designed to address CCSS, Advance and the new evaluation system under the Danielson Framework for Teaching Components.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. 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).

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Part 4: SWP Schools Only

4a. 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.).

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4b. 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.

At the start of the school year, AEL’s MOSL Committee met to finalize the MOSL committee’s state and local assessments for 2014-2015. The MOSL Committee consists of the department heads from each department (ELA, Math, Social Studies, Science, Art and the UFT Chapter Leader). The MOSL Committee chose to tie the school-wide results on the ELA State and Local assessment to all of our non-Regents classes across all four major subject areas, and for each the Regents classes in each of the four major subject areas, the MOSL committee selected to tie the department’s individual results to the department’s State assessment results on the Regents in Math, Science, ELA and Social Studies. In addition, for the second year in a row the MOSL Committee chose the Growth model for AEL’s local and state

measurement. After these decisions were made, the rest of the teaching staff was informed.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	315,775	X	9; 11; 14;
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	\$17,928	x	9; 11; 14
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	2,319,318	X	9; 11; 14; 16; 18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **The Academy for Environmental Leadership** 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 the school and the families. The 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 the school community. **The Academy for Environmental Leadership** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

The Academy for Environmental Leadership], 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 117
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Academy for Environmental Leadership’s ELL program falls under the umbrella of the English Department with ESL self contained classes offered for all ELL Level 1 and Level 3 students.

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

Supplemental Instruction -

(1) Beginner and low intermediate students will receive an additional 120 minutes of basic English Language/enrichment work regardless of academic grade level. Students will be grouped by the level of English proficiency rather than grade designation. Our After School classes will contain a total of 22 students (9th and 10th grade beginner/low intermediate ELLs) who need additional support. They will meet two times per week after school for 60 minutes each time from 2:45 - 3:45 PM on Mondays & Fridays. During this class they will use specific texts or technology purchased for their use during that time. There will be a total of 42 hours/21 weeks of instruction. The rationale for the program is for our beginner/low intermediate students to receive direct instruction on developing their English speaking, reading and writing skills. In addition, our ESL teachers report that several of our beginner ELLs are SIFEs and as a result they possess low literacy as well as numeracy in their native language of Spanish, which presents even greater challenges with students acquiring these skills in English.

During this class, students will use specific language building tools to aide them in the development of their English language skills. One technological program, called TumblePremium, is designed to assist our ESL teachers with building reading, math and multiple literacy skills. It has nearly 1000 titles and is appropriate for those in grades K-6 (which works for our beginner ELLs who have very low reading and math levels in their native language of Spanish). This technological program includes animated talking picture books, chapter books, videos, non-fiction titles, playlists, books in languages other than English

Part B: Direct Instruction Supplemental Program Information

such as French and Spanish, graphic novels and math stories.

In addition, to assist our teachers who will be designing the curriculum for this after school ELLs Enrichment program, this technological tool contain lesson plans, quizzes, educational games and puzzles related to both math and language skills. It also complete with common core portals: a K-5 English Common Core Portal and a Math Common Core Portal. Further, these portals will also useful to our educators since they contain lesson plans and quizzes that help build vocabulary and understanding the literary elements of a story.

(2) Built into the After School Regents Prep class 11th and 12th graders, who have not yet passed the English Regents, will be direct reading and writing workshop classes in preparation for the January and June Regents exams. These classes will meet two times per week after school for 60 minutes each time from 2:45 - 3:45 PM on Mondays & Fridays to a total of 20 students. The activities will focus on essay writing, i.e. document-based question essay responses, active reading (using reading protocols where students underline and/or highlight key words, phrases while they ask questions and make comments in the margins of the text), textual responses/analysis and multiple choice skills as they relate to reading passages, charts, graphs and political cartoons. This class will be taught by our ESL/English teacher who works largely with our 11th and 12th grade ELLs. Most of the activities will be taken directly from past New York State English Comprehensive Regents exams. Students will log on to websites like www.regentsprep.org and www.edusolutions.org. So every student will be working on a laptop computer to complete the majority of their tasks and activities with the aide of the ESL/English teacher who will be there to provide direct instruction.

Part C: Professional Development

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

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

Begin description here: For the 3 content area teachers to be successful working with the ELLs during the After School program, their professional development is critical. Therefore, our two ESL teachers will meet with the 3 content area teachers every day during 5th period for Common Planning (for 47 minutes) the entire week before we begin our After School Program (which is the first week in December). The focus will be on developing lessons/unit plans with ESL teaching and learning strategies that will assist the 3 content area teachers with instruction, delivery and assessment. In addition, the 3 content teachers will continue to meet during 5th period during Common Planning (for 47 minutes) and/or on Tuesdays during their Other Professional Work Period (for 30 minutes) a minimum of one time a week during the 21 weeks of the After School Program so that they can continue to strategise with the two ESL teachers. Any additional planning sessions that the 5 teachers agree to will take place on an as needed basis.

Part D: Parental Engagement Activities

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

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

Begin description here:

Our Parent Coordinator, a certified Spanish translator and interpreter, will target the parents of our ELL students during our monthly Parent Teacher Association (PTA) meetings in order to offer them workshops designed to build their understanding of what the school is doing to provide their child with an education that will prepare them for college and a career. The Parent Coordinator is conducting her first workshop on Career & College Readiness to the parents of our Juniors & Seniors on Wednesday, November 19th (from 6:00 to 8:00 PM). A NYC DOE Interpreter will be in attendance to ensure that our Spanish speaking parents are served in their native language. This workshop is designed expressly for the parents of our ELLs because the sentiment amongst too many of our ELLs and their families is that their child will not be able to attend college because of their English deficits and/or their immigration status.

Additional workshops that will be offered in the late fall/early spring and will target the parents of our ELLs are:

- 1) Accessing & Understanding Skedula/PupilPath - December 17th, 6:00 - 8:00 PM;
- 2) Understanding Regents Examinations & How Can We Help at Home to Support our Children - February 25, 2015, 6:00 - 8:00 PM;
- 3) How to Manage & Support our Youngsters at Home: Best Strategies for Helping my Child at Home - March 26, 2015, 6:00 - 8:00 PM.

Our Parent Coordinator and our Community Liaison, who both conduct our PTA meetings, are bilingual and provide translation for the majority of our parents who attend the PTA meetings who only speak Spanish, along with a DOE Interpreter who is called in specifically for our monthly PTA meetings.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$.00	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	.00	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	.00	_____
Travel	.00	_____
Other	_____	_____
TOTAL	\$.00	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 32	Borough Brooklyn	School Number 403
School Name Academy of Environmental Leadership		

B. Language Allocation Policy Team Composition [i](#) 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 Nilda Gomez-Katz	Assistant Principal ChantAndrea Blissett
Coach Wladimir Pierre	Coach Margaret Desir
ESL Teacher Erika Lorenzo	Guidance Counselor CarmenSofia Gomez
Teacher/Subject Area Jeremy Klughaupt/ESL	Parent Minelly Vasquez
Teacher/Subject Area Eric Newville/Data Specialist	Parent Coordinator N/A
Related Service Provider Jennifer Molloy, Counselor	Other Jeremy Klughaupt, ESL teacher
Network Leader(Only if working with the LAP team) Malika Bibbs	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <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	1	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)	352	Total number of ELLs	134	ELLs as share of total student population (%)	38.07%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	81	ELL Students with Disabilities	18
SIFE	5	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	22

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	81	5	1	30	0	7	22	0	10	133

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	81	5	1	30	0	7	22	0	10	133
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										45	28	26	31	130
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	47	29	27	31	134								

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)										36	7	5	7	55
Intermediate(I)										6	11	14	14	45
Advanced (A)										0	8	7	8	23
Total	0	42	26	26	29	123								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	95		33	
Integrated Algebra		52		22
Geometry	27		12	
Algebra 2/Trigonometry	2		0	
Math _____				
Biology	0			
Chemistry	0			
Earth Science	39			6
Living Environment		7		0
Physics	0	0	0	0
Global History and		71		20
Geography	0	0	0	0
US History and		66		19
Foreign Language	16		16	
Government	0			
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- 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.
This year, AEL used the New York State ELA baseline assessment to assess students' literacy and writing skills. At the time of this report, the results are still pending. However, this information will be cross-referenced with NYSESLAT scores for programming purposes and to guide instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the response of the latest NYSESLAT and LAB-R data, students are progressing on average about one level each year on the NYSESLAT. Many students arrive unable to speak any English and can not answer any questions on the LAB-R. Thus the growth they make on the NYSESLAT shows improvement from the point of arrival. Data shows that are recent arrivals progress faster than our long term ELLs. This is because as students become more Advanced in English it becomes more difficult to pass to the Proficient level on the NYSESLAT.
3. 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](#))
The state did not release the spring 2013 NYSESLAT scores in combined modalities.
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. Generally speaking Advanced ELL students score higher on regents exams than Beginner ELLs even when both take the test in their Native Language. Generally as students move up in the grades they score higher on the NYSESLAT as they have more exposure and experience with English. Allowing students to take subject tests in their native language greatly improves their chances of success on these exams. Furthermore, the use of glossaries and access to exams in both English and the Native Language greatly assists students.
 - b. The results of the ELL periodic assessments are used for programming purposes and data-driven classroom instruction. All staff members are impacted by NYSESLAT data as they all currently or will in the future have ELLs in their classroom. As a result NYSESLAT data is shared with all staff at AEL. Furthermore, the modalities assessed on the NYSESLAT are present within all subject area (as all classes involve listening, speaking, reading and writing) so it is important that all teachers are aware of their students' specific needs.
 - c. From the use of periodic assessments we can again see that students struggle more with reading and writing than listening and speaking. Thus reading and writing is the central focus of class instruction.
5. 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?
Teachers design their lessons and units with their ELLs in mind, making sure to differentiate their instruction for students who need the information presented to them in their native language. For example, one teaching technique that one of our Social Studies teachers who works largely with our ninth grade ELLs involves the trans-linguaging technique. This strategy involves developing some form of writing assignment for students on a weekly to see how they write in English. The trans-linguaging technique is then used for students who need the majority of their instruction in their native language. The idea is simply if the students get stuck writing something in English, they transition to their native language, with the expectation that by June, they would be able to write an assignment in all English. The thinking is that since the ninth grade ELLs do not have to take the Regents this year, the course for them lower stakes this year. Each week, this teacher gauges the students' progress with writing in English and adjusts her instruction to suit their learning needs.
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.).
The success of the ESL program is based on how ELLs perform in their content area classes and standard examinations, student feedback, credit accumulation, and course passage.

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](#).)
Upon entering the New York City public school system all parents/guardians are required to complete a Home Language Identification Survey (HLIS). Students and parents register in the main office with our pupil accounting secretary. It is at this time that the informal oral interview is conducted. The student is asked to provide his/her name, address, date of birth and grade level in English. If the student cannot provide this information in English, his/her Guidance Counselor and our ESL Coordinator is made aware so that the next steps can be taken with assessing the student's ELL level. Next, the HLIS survey is administered and overseen by our school's ESL coordinator and the pupil accounting secretary in the families' native language. Our ELL coordinator, who is a licenced ESL teacher, reviews each student's HLIS, and determines Language Assessment Battery-Revised (LAB-R) eligibility. The ESL coordinator speaks Spanish, the majority native language spoken in our school. If we receive a family who speaks a language other than Spanish, our school requests a translator to be sent to our building to assist in the administration of the HLIS. All eligible students are then administered the LAB-R within ten days after enrollment. The LAB-R is administered by a licenced ESL teacher. The results of the LAB-R exam determine our school's ELL student body. Students who are classified as proficient (as per the LAB-R) are not eligible to receive ELL services. After the test has been hand-scored by the provider, Spanish speaking students who are eligible for ELL services are then given the Spanish LAB. The Spanish LAB allows us to determine the students level of proficiency in their native language and if they should be classified as a SIFE student. Students who receive ELL services are evaluated annually through the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency level and continued eligibility. Based on the score each student receives on the listening, speaking, reading and writing portions of the test, the students are then assigned an overall score ranging from beginning to proficient. If the student scores a level of beginning he/she will receive 540 minutes of ESL a week. If the student scores intermediate he/she receives 360 minutes of ESL, and if the student scores advanced he/she receives 180 minutes of ESL and 180 minutes of ELA a week. Students who have achieved an overall level of proficiency are no longer eligible to receive ESL services; however, they do continue to receive ESL support services for up to two years.
2. 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.
In order to ensure that parents of ELLs understand the program choices available to them and the selection process, an orientation is held both at the beginning and several times throughout the school year. An orientation is provided by their Guidance Counselor, either Ms Molloy or Ms Gomez, and our bilingual Community Liaison, Ms Cedano, in conjunction with our ESL coordinator, Ms Lorenzo, (who is a certified K-12 ESL teacher). The orientation sessions are conducted at the beginning of the year immediately after the LAB-R is administered and hand-scored by the ELL staff. The orientation explains the three program choices available to ELL parents in NYC - ESL, bilingual, and dual language. Parents understand that they may choose the program of their choice and that if fifteen families in a grade choose a program that is not currently offered (i.e. bilingual) the school is mandated to open that program. Additional orientations are held throughout the year to ensure that all families have an opportunity to watch the ELL orientation video and have any related questions addressed. Formal letters are sent home to families periodically throughout the year to ensure that all program selection forms are completed. During the orientation, which is held by the the students' Guidance Counselor, ESL teacher and the Community Liaison, parents are explicitly informed about the three program choices available for their child. At the orientation, placement and program options are also discussed. A video is shown in the parent's native language in which in depth discussions of the options available (Transitional Bilingual Education, Dual-Language, and Free Standing English as a Second Language.) Handouts are distributed in English and in the parent's native language discussing options. At that time parents are made aware that if the program they select is not offered at the school, they may transfer their child to another school in the district that has such program. Parents are also provided with literature that informs them of our school-wide goals, the AEL vision as well as our instructional focus throughout the academic year. This literature is either provided to them when they meet our Guidance Counselors, at the PTA meeting in September and they are also mailed to their homes at the start of the school year. In addition, through a new technology that we have implemented this year (Skedula), parents are able to communicate directly with their child's classroom teachers (including their ESL and Special Education teachers) and the school administrators. This form of outreach is designed to be ongoing throughout the year as parents and based on parents' and students' needs.
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 [\[see tool kit\]](#).)
Parents of ELLs at AEL are informed of the program choices available as well as invited to a parent orientation through an

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

4. 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.

The process used to place identified ELL in bilingual or ESL instruction begins with the program selection form. Parents receive a description of the programs, which, when possible, is done in their home language by either the ESL teacher. Parent choice, as specified in the letter, is based on the 3 programs available in NYC: TBE, DL, & ESL. Based on the parents' choice, students are placed in the program. After the forms have been completed, the ESL coordinator reviews parent selection forms and sends a Placement Letter home (both in English and the parents' native language) with the student to be signed and returned to the school. Within 20 days of the student being placed, the ELPC screen on ATS is updated. All placement letters are stored in the ESL coordinator's ELL Binder. At the start of each school year continued entitlement letters are sent home to families' of ELLs who have not yet passed the NYSESLAT.

5. 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.

Students who receive ELL services are evaluated annually through the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency level and continued eligibility. Based on the score each student receives on the listening, speaking, reading and writing portions of the test, the students are then assigned an overall score ranging from beginning to proficient. If the student scores a level of beginning he/she will receive 540 minutes of ESL a week. If the student scores intermediate he/she receives 360 minutes of ESL, and if the student scores advanced he/she receives 180 minutes of ESL and 180 minutes of ELA a week. Students who have achieved an overall level of proficiency are no longer eligible to receive ESL services; however, they do continue to receive ESL support services for up to two years.

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. *①*

A review of parent selection forms over the past four years shows a preference among parents for the ESL program. In the last few years, only one parent did not want a free standing ESL program, and decided to enroll the student in a different school. The program model that we offer at AEL is aligned with parent requests. When the trend among parental choice shifts, the school will meet the requests by providing the required programs.

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])?
 - a) The Academy for Environmental Leadership's ELL program falls under the umbrella of the English Department with ESL self-contained and push-in classes offered for all ELL students.
 - b) AEL offers block classes to all ELL students in order to ensure that students' are scheduled to receive their mandated amount of instruction time based on NYSESLAT proficiency. Classes are homogenous with students grouped by English ability rather than grade.
2. 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)?

Staff at AEL utilize both the pull-out and push-in method to ensure that students are provided total mandated minutes. Beginners and Intermediate ELLs receive double block scheduling (90 min/day) of ELL classes, with Beginners receiving an additional single period of ESL. More advanced students receive split scheduling of ELA and ESL or classes that are taught using the team-teaching model with an ELA and ESL instructor in the room simultaneously. Beginning students receive 540 instructional minutes of ESL a week – this instruction is provided as 90 min of daily self-contained instruction (double block) and an additional 45 minute block of instruction at the end of the day. Intermediate students receive 360 minutes of ESL per week, also provided in 90 minutes of daily self-contained instruction. Advanced students are taught through the co-teaching push-in model, and receive one period (45 min) of ESL and one period (45 min of ELA) a day.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction for beginning and low intermediate students is delivered either in the Native Language (Spanish) or mixed language (English/Spanish). Documents and readings are often assigned in both languages to ensure that students understand the content material and are not falling behind due to a language barrier. In classrooms where content is delivered in an English only setting, teachers utilize ESL best instruction strategies such as Total Physical Response, images and photos, word walls, and mixed ability student groups. Furthermore, teachers have embedded the Common Core Learning Standards (CCLS) into each of their lesson/unit plans. They make sure to keep the standards at the center of the teaching and learning activities that take place in their classrooms.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are given the Spanish LAB upon arrival to ensure that they are appropriately evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

AEL's instructional focus this year is as follows: students will use evidence to demonstrate their understanding that will transfer to stronger writing and literacy skills across all disciplines. For our ELL population, this means demonstrating their understanding in the 4 Core subject areas (English, Science, Math and Social Studies) through reading, writing, speaking and listening. These skills are specifically honed in their Beginner, Intermediate or Advanced ESL courses.
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. AEL ensures that SIFE students in our school receive the additional services and interventions needed for the student to eventually perform on grade level. Skills include phonemic awareness, letter identification, on level reading and writing instruction, small group instruction, teacher conferencing, and a peer-support system. Technology is also integrated into SIFE learning including Promethean/Smart Board software. SIFE students are placed in beginning level ESL classes. In addition they receive a ninth period of ESL at the end of the day during which they are offered language instruction. A parent-home connection is in place to ensure that the parents are included as a vital component of student learning.

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

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

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

e. As many of our former ELLs struggle with passing their ELA, US History, Global Studies Living Environment and Math Regents exams, AEL provides opportunities for former ELLs to continue to receive support. For example, our ESL teachers along with our ELA teachers and teachers in the other four major subject areas extend their tutorial services to students both during school (at least two times a week) and after school depending on the teachers' availability. Many of our former ELLs take advantage of these opportunities to receive additional help with their reading, writing and analytical skills from their classroom teachers. Teachers use systems like SESIS, ARIS, and now Skedula to inform their practice and the additional work that they do with students who come to tutoring. Teachers also collaborate on curriculum. They strategize on ways they can effectively scaffold their lessons, especially for their ELLs. For extra measure, AEL's instructional focus is on reading and writing across all disciplines. Consequently, in each of the four core subject areas, students are encouraged to explain their thinking in writing. This affords our former ELLs opportunities to express themselves in writing and in English in each of the major content areas.

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?

When instructing the ELL-SWDs youngsters, the teacher implements a multi-faceted approach. We must first review the student's academic needs and specific accommodations as reflected on their IEPs. For some students, it means working one-to-one with a paraprofessional for verbal prompting and support while the teacher works with other groups of students modeling and scaffolding the specific task throughout the lesson. Additionally, we have these youngsters taught frequently by two teachers (even in self-contained settings) to enable them to, for example, work on English and/or Social Studies essay drafts that need to be published. This approach has proven very fruitful because it has enabled them to succeed in New York State Regents examinations. Furthermore, teachers use Common-Core aligned unit/lesson plans to teach their ICT, Self-Contained and Gen-Ed classes in each content area. Based on diagnostic exams given at the start of the year in each of the four major subjects (English, Math, Social Studies and Science), teachers are able to gauge students' progress in the subject area as well as the language acquisition of our ELLs. One strategy that teachers use to monitor students' growth in their content areas as well as their language acuity is through their reading, writing and speaking abilities. Teachers in every content area focuses on building students' vocabulary as one approach to monitor students' fluency, literacy, writing skills and numeracy. In addition, AEL's instructional focus this year is the following: students will use evidence to demonstrate their understanding that will transfer to stronger writing and literacy skills across all disciplines. A tool that our ELA department has used in the past to monitor students' literacy, fluency and writing skills is the Gates-McGinnite assessment; however, this year AEL utilized the New York City baseline assessment in ELA to serve this purpose. The baseline assessment was administered in October and the second baseline assessment test for the school

year will be administered in the spring. How students perform on the second ELA baseline assessment will give us a strong indication as to just how concretely students have improved in their fluency, literacy, writing and numeracy skills over the 2013-2014 school year. Another tool that teacher teams are encouraged to utilize in order to ensure that students' learning needs are being met is SESIS. This system allows teachers to access students with IEPs information so that they can discover what test taking, reading, writing, numeracy and fluency skills that students need to focus on/develop as well as specific strategies that they can incorporate into their instruction to assist students' growth in these areas. AEL has also placed a Special Education certified teacher on each of our four cohort teams in order to make sure that the academic needs of our ELLs/SWDs are met and discussed at our weekly Cohort Team meetings for each grade (9, 10, 11, & 12). Our Special Education teachers also make sure that teachers have a copy of students' testing accommodations and ways to differentiate instructions for our ELLs/SWDs that they can implement within their classrooms. We make sure to provide in a similar way for our ELLs and students whose IEPs mandate bilingual instruction by providing a Period 9 ESL class for our beginner and intermediate ELLs. However, during the regular school day, we offer classes in Social Studies (both Global & US History), Math and Science where the teacher delivers the instruction in Spanish (the predominant native language of most of our ELLs). However, even within the classes where instruction is largely offered in Spanish, the focus is on moving students from speaking predominantly in Spanish to speaking more English by the end of the school year. Students are placed in classes that are taught in Spanish based on their most recent performance on the NYSESLAT, the LAB-R, and (most importantly) students' IEPs. The materials utilized in the classrooms are in various reading levels, again, this is to support the IEP mandates but also to enable and challenge ELL-SWDs youngsters as they grow academically. Every classroom within AEL is equipped with a Promethean board or a Smart board that teachers use as a regular part of their instruction. Furthermore, teachers have access to laptop carts that they use regularly for their classes when students are asked to access the internet in order to conduct online research, write papers and/or design presentations (i.e. power points, etc). In addition, our ELLs can use software programs that offer translations of online materials into their native language so that they are able to access the information and satisfy the requirements of assigned tasks.

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?

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

Courses Taught in Languages Other than English

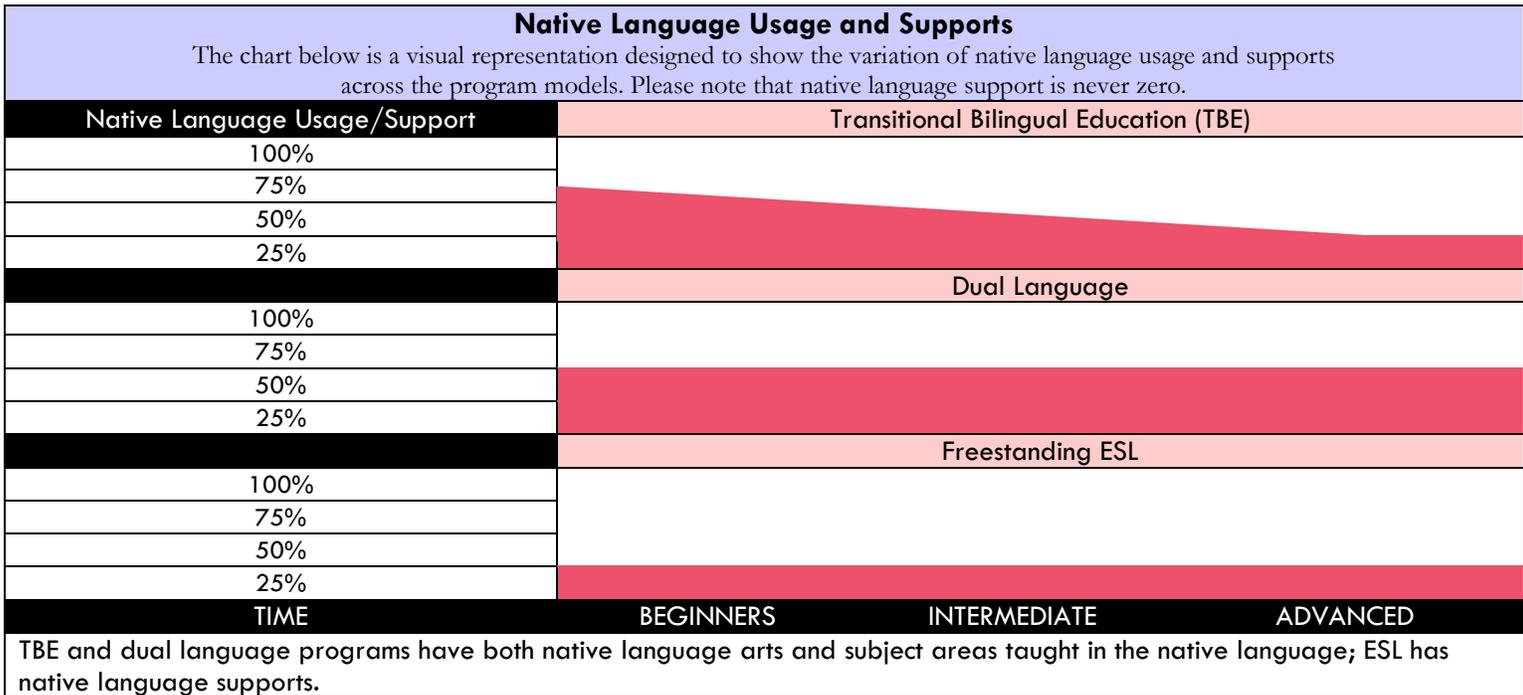
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction	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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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 Academy for Environmental Leadership offers various targeted intervention programs for ELLs in content areas. The main intervention program is a collaboration between ESL teachers and teachers of other subject areas. For ELA, the ESL teachers and ELA teachers who team teach the classes plan collaboratively on a daily basis to ensure proper alignment of instruction and students' needs. For social studies and science, the ESL teachers regularly meet with social studies and math teachers. The purpose of the meetings is to collaboratively create the differentiation needed in the lessons that the ELLs need for success. The second intervention program is the inclusion of educational paraprofessionals in social studies and science classes. Currently, 97% of ELLs speak Spanish, so a Spanish-speaking paraprofessional is used. Paraprofessionals who speak other languages are used when there are students who speak the same language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Former ELLs continue to receive support services for up to two years after passing the NYSESLAT. All General-ed teachers are informed of a students' former LEP status and are provided with relevant information regarding each student's particular linguistic and academic needs. Gen-ed teachers are coached in ELL best teaching practices and participate in a weekly professional development session on creating successful content-area conversations with ELL students in the classroom. Finally, former ELLs receive extended time during New York State Regents examinations. Gen-ed teachers learn, first-hand, from the ESL teachers how best to provide and speak to the learning needs of their ELL learners at weekly department/cohort team meetings. These teacher teams strategize on best practices and discuss creative ways to implement effective teaching/learning strategies that will support our ELL learners. In addition, AEL offers courses in Social Studies (inc. Global Studies & US History), Math and Living Environment that are taught by bilingual teachers who can offer additional support where the emphasis is on learning the content. Nevertheless, students are encouraged to speak, read and write as much as they can in English in these courses as well. The teachers of these courses review the students' Regents scores several times a month and incorporate mock Regents exams into their instruction in order to gauge students' content-specific development on an ongoing basis throughout a given semester. Oftentimes, these mock Regents exams are planned and discussed with department team meetings. This 2013-2014 SY, our Social Studies (Global Studies & US History) teachers will conduct a mid-term exam in November and in April and mock Regents exam will be conducted in December and in May. In Math, monthly unit assessments that are aligned to the Regents will be conducted in Integrated Algebra, Algebra 2/Trigonometry as well as Geometry. In ELA, the NYC baseline assessment will be conducted in October and in April. Finally, in Science, monthly unit assessments that are aligned to the Regents exams will be conducted in Living Environment and in Earth Science. Based on the data of these assessments, teachers design content and language development strategies at their weekly department/cohort team meetings as well as during their co-planning sessions every Monday during Period 5 (except every first Monday).
11. What new programs or improvements will be considered for the upcoming school year?
- AEL has taken steps to improve our communication with parents and students about how students are doing throughout the year in each of their subject areas. As a result, we have introduced a new technology piece, Skedula, which allows our teachers to make the work that they are doing in their classrooms as well as students' performance on each of their assignments transparent to both parents and students. Another innovation that we have introduced is teacher-led, teacher-generated Professional Development workshops. These workshops are planned, led and developed by our teachers. The result has already yielded a greater level of teacher buy-in and receptiveness to the topics being presented at these PD sessions.
12. What programs/services for ELLs will be discontinued and why?
- Currently there are no programs being discontinued for 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 afforded equal access to all school programs. Many ELLs participate in school teams and clubs like the Music club, the Math team, cheerleading, sports teams, the Student Government/Student Council, the National Honor Society, Summer Search, etc. The school teams and clubs meet every Friday during 5th period. In addition, optional classes, such as yearbook, contain a representative number of ELL students. This class also meets during 5th period on Fridays and sometimes during Advisory (which rotate on a weekly basis and can take place from period 2 through 7). Finally, two ESL classes are offered to our ELLs during 9th period, Mondays through Fridays, with a certified ESL teacher. This class is offered after school to provide additional support to our beginning, intermediate and advanced ELLs to develop their speaking, reading, writing and listening skills in English.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Various instructional materials are used to support ELLs. For example, in all classes, interactive whiteboards (Promethean boards) are used as regular part of instruction. Authentic audio recordings and manipulatives are used in ESL classes. In addition, our beginning ELLs can access online language-learning software programs to assist them with translating texts from English to Spanish and vice versa.

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

Native language support is delivered in the ELL classes (i.e. Global Studies, Integrated Algebra, Living Environment, Spanish and US History). In each of these subject areas, our ELLs can take a class with a teacher who speaks Spanish, the predominant language of most of our ELLs. While providing instruction in English, these teachers will provide supplemental materials, resources and support to our students in their native language. When hiring teachers, guidance counselors and paraprofessionals, the school looks for candidates who speak the languages represented by our ELL students. Currently, there are staff members who speak Spanish, French, Haitian Creole, and Arabic.

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

All required services support, and resources correspond to ELLs' ages and grade levels. Essentially, AEL's ELL program falls under the umbrella of the English Department with ESL self contained classes offered for all ELL Level 1 and Level 3 students. Students who are Levels 5 through 9 receive ESL service through a co-teaching (push-in) model with a certified ESL and certified English teacher. The ELL program at AEL offers block classes to all ELLs. Students are schedules to receive the mandated number of instructional minutes based on NYSESLAT proficiency. Beginners and Intermediate ELLs receive double block scheduling (90 min/day) of ELL classes, while more advanced students receive split scheduling of ELA and ESL. Beginning students receive 540 instructional minutes of ESL a week – this instruction is provided in 90 min of daily self contained instruction. Level 1 students receive an additional 45-50 minutes of English Language enrichment regardless of academic grade level. Students are grouped by the level of English proficiency rather than grade. Our enrichment classes therefore contain 9th, 10th, 11th and 12th graders who needed additional support.

Intermediate students receive between 360 – 450 minutes of ESL per week, also provided in 90 minutes of daily self-contained instruction. Advanced students are taught through the co-teaching push-in model, and receive one period (45-50 min) of ESL and one period (45 min of ELA) a day.

Content area instruction for beginning and low intermediate students is delivered either in the Native Language (Spanish) or mixed language (English/Spanish). Documents and readings are often assigned in both languages to ensure that students understand the content material and are not falling behind due to a language barrier. In classrooms where content is delivered in an English only setting, teachers utilize ESL best instruction strategies such as Total Physical Response, images and photos, word walls, and and utilize mixed ability student groups. A Spanish speaking paraprofessional works students and teachers in content area classes that deliver instruction in English only.

AEL ensures that every SIFE in our school receives additional services and interventions needed for the student to eventually perform on grade level. Skills include phonemic awareness, letter identification, on level reading and writing instruction, small group instruction, teacher conferencing, and a peer-support system. Technology is also integrated into SIFE learning, including language translation software that students can access online and Smart Board software. SIFE students are placed in beginning level ESL classes. In addition, they receive a ninth period of ESL at the end of the day during which they are offered extended language acquisition instruction.

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.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. All staff that works with ELLs receives ongoing professional development for two and a half hours on the first Monday of each month as well as during common planning time. Additionally, some ELL personnel is sent to ELL information and professional development sessions provided by our Network (CFN #404). The assistant principal and other school personnel receive professional development from the network support staff. The paraprofessionals receive professional development from the principal and assistant principal.

2. Members of our teaching staff attend professional development at the start of the year that offers them basic strategies for working with ELLs. They also participate in professional development workshops (both in-house and out-house) that expose them to additional strategies. This year's focus of several of our in-house PDs will be on teaching the Common Core Learning Standards to Second Language Learners. For example, on 11/20/13, (one of our six early release days), we will hold a Professional Development workshop entitled, "Differentiating Instruction to address the needs of the class/alternate forms of instruction - Domains 1 & 3." Ms Bacchus, our lead teacher who also serves as one of our Instructional Coaches will present this workshop. Then, on 2/10/2014, we will hold a Professional Development workshop entitled, "Teaching English Language Learners (ELLs) – Component 1b." This PD will be conducted by our two (2) ESL certified teachers, Mr. Klughaupt and Ms Lorenzo, one of our bilingual Science teachers, Ms Acevedo, who teaches Living Environment to our ELLs in their native language (Spanish), and our lead teacher, Ms Bacchus, who is also a Science teacher. Each of the workshop presenters will share best practices with teaching differentiation to our students using Common Core aligned unit plans.

3. At AEL, we believe that offering ELL training is important for all our school staff. Therefore our ESL teachers are undergoing extensive training at professional development workshops offered within our network. From there, they implement the teaching and learning strategies that they gain from these workshops within their own classrooms and they also turnkey the information they gather from these PDs to our AEL staff. In addition, during common planning, our ESL teachers have the opportunity to develop unit plans together and they also take the initiative to visit one another's classrooms during the day in order to strengthen their practice.

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?

1. Our parents are active members of our school community. Parental involvement has increased over the past years thanks to our Parent Teacher Association (PTA). In addition, our Community Liaison offers informational sessions about school policy, grading, and college prep in the Native Language at the monthly PTA meetings.

2. We partner with Brooklyn College Community Partnership, the College Now program with City Tech and NYC's Make the Road program. Each of these programs offers services in both English and Spanish. If we do not have a translator for that parent's language, our school contacts the DOE's Translation and Interpretation Services.

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

4. We welcome the feedback that our parents provide at venues like the PTA, the SLT and during our Fall and Spring Open School Nights and Open School Afternoons. We pay particularly close attention to the feedback that we receive from parents on the Learning Environment Survey each year. As a result of this feedback, we bring this information back to our PTA/SLT committees and begin to discuss ways to implement the changes needed in order to accommodate the needs of our parents.

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.

School Name: AEL

School DBN: 32K403

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nilda Gomez-Katz	Principal		10/29/13
ChantAndrea Blissett	Assistant Principal		10/29/13
	Parent Coordinator		
Erika Lorenzo	ESL Teacher		10/29/13
	Parent		
Jeremy Klughaupt/ESL	Teacher/Subject Area		10/29/13
Eric Newville/Data/Math	Teacher/Subject Area		10/29/13
	Coach		
	Coach		
CarmenSofia Gomez	Guidance Counselor		10/29/13
Malika Bibbs	Network Leader		10/29/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K403 School Name: Academy for Environmental Leadership

Cluster: 94 Network: 404

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

Part A: Needs Assessment Findings

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

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

- Adult Information Report (RADL) to determine the language dominance of the parents/guardians
- We also use other data sources, i.e., ARIS & Skedula (from Datacation); learning survey from families
- Feedback from parents at parent/teacher association (PTA & SLT) meetings
- Feedback school personnel

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

The major findings demonstrate that:

- A) more than 61% of our families are Spanish dominant;
- B) Most attendees at PTA meetings are Spanish dominant families.
- C)The school will hire a DOE oral interpreter for PTA meetings.
- D) families require that messages sent home be provided in their native language.
- E) All documents sent home to parents will be sent in two or more languages.

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.

A) 2-3 staff members (secretary, guidance counselor) will translate memoranda sent home to parents in the native language (Spanish); c) The school has utilized a contracted vendor to translate larger documents for the parents (i.e., student handbook).
B) We have displayed appropriate school signage and forms in the languages required in several locations in the school (i.e., all school offices.)
C) The school will hire a DOE oral interpreter for PTA meetings.
D) Identified families will have messages sent home in their native language.
E) All documents sent home to parents will be sent in two or more languages.

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

A) A DOE translator has been contracted (from DOE Interpretation Services) to translate in the native language for the families at PTA meetings.
B) School provides hired personnel to fulfill the needs of the families that are primarily being served (Spanish speaking, French).
C) For other languages not spoken by the faculty, we contact the Interpretation Services available through the Department of Education.
D) During Parent Teacher Conferences bilingual staff is strategically assigned in areas identified as English language learners.

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

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

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

