Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**THE ACADEMY FOR CONSERVATION AND THE ENVIRONEMENT**
DBN (*i.e. 01M001*):	**18K637**
Principal:	**MR. EUGENE M. MAZZOLA**
Principal Email:	**EMAZZOL@SCHOOLS.NYC.GOV**
Superintendent:	**MR. MICHAEL PRAYOR**
Network Leader:	**MS. MALIKA BIBBS**

School Leadership Team (SLT) Signature Page

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Eugene M. Mazzola	*Principal or Designee	
Scott Carlson	*UFT Chapter Leader or Designee	
Elizabeth King	*PA/PTA President or Designated Co-President	
Judith Germann	DC 37 Representative, if applicable	
Javon Whyte Caesar Davis	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Michelle Pushkin	Member/ Teacher / UFT	
Sybil Girard	Member/ Assistant Principal / CSA	
Troy Pinnock	Member/ Parent	
Norma Wright	Member/ Parent	
Renee Sprauve	Member/ Parent	
Carol Alleyne Lewis	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, across all classrooms and all Common Core Aligned lessons, teaching practices will incorporate student generated questions, text annotation, the four square writing technique and use of the organizational checklist, as measured by classroom observations and by the principal's performance observation and / or the quality review.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
During our quality review in April 2014 as a school it was determined that we continue to ensure that teaching practices consistently provide all students with opportunities to engage in critical thinking discussions so that all learners are challenged to think and achieve high levels in relation to Quality Review indicator 1.2. As a leadership team during our summer planning we met and determined that this would be something we focus on across all grade levels and content teams. Teacher teams modified our instructional focus to incorporate rigorous instruction through student questioning, real world applied knowledge, critical thinking and problem solving.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. September Professional Development to review curriculum and unit plans and make modifications that align to common core standards and ensure rigorous tasks are being infused across grade levels and content areas. 2. Bi-Monthly one-on-one Coaching sessions to assist teachers with infusing school initiative and rigorous activities into their lessons. 3. Common Planning Time Weekly Professional Development directly aligned to our instructional focus through such techniques as annotation, four square writing, and organizational checklist.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principal, Creative Classroom Solutions Partnership, and Teachers. 2. Principal, Assistant Principal, Creative Classroom Solutions Partnership, and Teachers. 3. Lead Teacher, Content leaders and Teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Revised instructional focus for 2014 – 2015, curriculum maps and unit plans. 2. Coaching notes for each teacher aligned to their incorporation of the instructional focus. 3. PD agenda, handouts, attendance sheets, minutes and teacher participation in teacher led professional development across content areas and grade teams. Samples of student work using the techniques.
D. Timeline for implementation and completion including start and end dates
1. September professional Development 9/2 – 9/3/14. 2. September 2014 – May 2015. 3. September 2014 – May 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Partnership with Creative Classroom Solutions that assisted teachers in aligning their unit plans with Common Core Shifts and the Danielson Rubric for Teaching through 1 full day PD in September. 2. Partnership with Creative Classroom Solutions for one-on-one coaching sessions in which teachers receive feedback on rigorous instructional strategies 10 times during the school year approximately twice per month. 3. Lead Teacher will lead PD sessions once per week during Common Planning Time and Monday Professional Development that will focus on a specific strategies and techniques to drive our instructional focus and increase rigorous instruction in the classroom. This will include strategies to increase the teachers performance in domain 3 of the Danielson rubric as well as a norming of effective instruction in these areas.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, to further refine and align curricula and learning tasks across content areas so that all students, including those who are high performing, are cognitively engaged, challenged, and required to demonstrate their thinking, as measured by the principal's performance observation and / or the quality review.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
During our quality review in April 2014 as a school it was determined that we continue to refine curricula and tasks and align curricula across content areas so that all students are cognitively engaged and challenged to explain their thinking in relation to quality review Quality Review indicator 1.1. During our summer planning we met as a leadership team and determined that this would be something we focus on across all grade levels and content teams. To support teachers with this endeavor it was determined by the cabinet that teams will focus on the incorporation of the shifts as well as develop opportunities for students on all levels to develop their thinking.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. During common planning time teacher teams will work to develop units of study across contents and grades that incorporate rigorous skill oriented tasks. These tasks will be in the form of a performance based assessment that can be aligned to the NYC Performance assessments and the Common Core Learning Standards. 2. The Lead teacher will provide professional development on a regular basis regarding the alignment of curriculum maps to Common Core shifts and skill-oriented tasks. 3. Through regular support provided by the network instructional coaches, professional development will be provided to teachers and administration on developing performance based assessments. 4. With the assistance of Network coaches and Creative Classroom Solutions, the principal and assistant principals will provide professional development on component 1e of Danielson's Framework for Teaching, which focuses on designing coherent instruction. 5. Through the collaborative inquiry process, teacher teams will collect data on student baseline ability with the use of the NYC Performance Assessment and teacher generated mid-term and finals in English, Math, Social Studies and Science and use this data to determine students' ability levels resulting in adjustments to instructional approaches. 6. Teachers will provide actionable feedback to students based on their performance on assessments that will reflect college readiness skills. 7. During content team meetings, content leaders will ensure teachers are sharing best practices on requiring students to demonstrate their thinking.
B. Key personnel and other resources used to implement each strategy/activity
1. Lead Teacher, Content Leaders and teachers. 2. Lead Teacher, and teachers. 3. Network Instructional Coaches, and teachers. 4. Principal, Assistant Principal, Network Instructional Coaches, Creative Classroom Solutions Coaches, and teachers. 5. Inquiry / Grade Team Leaders and teachers. 6. Teachers. 7. Content Team Leaders and teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher generated common core-aligned units of study in each subject area that culminate in performance tasks. 2. Teacher generated common core-aligned Curriculum Maps in each subject area. 3. Common Planning time professional development attendance sheets and agendas. 4. Professional development attendance sheets and agendas 5. Samples of student performance data from assessments. 6. Samples of student feedback by teachers and matching rubrics. 7. Content team meeting agendas and sign in sheets, as well as shared best practices and critical thinking menu.
D. Timeline for implementation and completion including start and end dates
1. Ongoing from August 2014 – April 2015

2. Ongoing from August 2014 – April 2015
3. Ongoing from September 2014 – June 2015
4. September Professional Development days.
5. Every Friday from September 22014 – May 2015
6. Ongoing from September 2014 – May 2015
7. Every Tuesday from September 2014 – June 2015.

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

1. Common Planning time every Tuesday during period 6 in which teachers will meet in their content area teams.
2. Professional Development during Monday 80 minutes as well as Common Planning Time every Thursday during period 6 in which the staff will meet as an entire group for targeted professional development.
3. Professional Development during Chancellor's PD days on September 2nd, November 4th, and February 2nd.
4. Professional Development during Chancellor's PD days on September 2nd, November 4th, and February 2nd.
5. Common Planning Time every Friday during period 6 in which teachers meet in their respective grade / Inquiry teams.
6. In class after performance based assessments have been given.
7. Common Planning time every Tuesday during period 6 in which teachers will meet in their content area teams.

Strategies to Increase Parental Involvement

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

N/A

Budget and Resource Alignment

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

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

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

N/A

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the number of 1st year and / or cohort T students earning 10+ credits as measured by a 5% increase on the New York City School Quality Guide by June 2015.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As a cabinet we reviewed the data from the NYC School Quality Guide from the past two school years, 2012-2013 and 2013-2014 along with school scholarship reports. In terms of credit accumulation the first year students overall we saw a decrease of 6% from 2012-2013 (86%) to 2013-2014 (80%). The lowest third also saw a decrease from 73% to 65% from 2012-2013 to 2013-2014. We feel that we can make a measurable impact on this grade level over this school year, 2014-2015 which will increase our credit accumulation, therefore moving an increased number of students closer to promotion to 10th grade.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Through the use of purposeful programming 1st year students will have the opportunity to receive tutoring in all subjects once a week during their lunch period. All teachers will hold tutoring sessions during student lunch period in their respective subject area. Teachers will be given the opportunity to invite students to tutoring as an anecdotal to classroom performance. 2. Through the use of the extended day program as well as the new UFT teacher contract, students will have the opportunity to receive tutoring in all subjects Tuesday through Thursday every week. Tutoring sessions will be held in the major subject areas. School administration and teachers will focus on 1st year students who are struggling in their respective subjects. Teachers will be given the opportunity to invite other students to their sessions as they see fit, and may make it mandatory for students with parent permission. 3. Through the use of the APEX online learning system, during the spring semester targeted 1st year students will have the opportunity to receive credit bearing as well as credit recovery (where applicable) in classes in which they were not previously successful during the fall semester. The school administrative team and cabinet will work closely with teachers on selecting students for the program and advertising the program throughout the school community. 4. The 9th grade team will focus on instructional strategies to specifically assist their students in being successful through the use of the inquiry team protocols. 5. 9th grade scholarship data will be made readily available to all teacher immediately following the end of each marking period so that teachers can focus on each student individually who was not successful.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principal, Lead teacher, guidance counselor, teachers. 2. Principal, Assistant Principal, Lead teacher, guidance counselor, teachers. 3. Principal, Assistant Principal, Lead Teacher, guidance counselor, Content team leaders. 4. Grade team leader/ Inquiry Team Leader, 9th grade team teachers. 5. Principal, Assistant Principal, Guidance Counselor.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Lunch tutoring attendance data. 2. After school tutoring attendance data, grades on marking period report cards. 3. Apex dashboard scholarship report 4. Inquiry team data for 9th grade students 5. School scholarship reports disaggregated for 9th grade students.
D. Timeline for implementation and completion including start and end dates
1. September 2014 – June 2015 2. November 2014 – June 2015 3. September 2014 – June 2015 4. October 2014 – May 2015 5. October 2014 – June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Each teacher will be assigned to tutoring on Wednesdays during lunch, period 6. Signs will be posted in each classroom and around the building.
2. A posting will determine what teachers will work after school to provide tutoring in each subject area. Signs will be posted with the respective schedule.
3. Partnership with APEX through the I-Learn grant.
4. Inquiry Team / Grade Team meetings weekly every Friday. Learning Round walk-throughs each Thursday.
5. Use of STARS to provide scholarship data. Use of DAEDALUS to track student progress.

Strategies to Increase Parental Involvement

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

1. Parent phone messages will be sent home through Global Connect to inform parents about tutoring and report card / progress report distribution.
2. Through the use of the school website, important information regarding tutoring, report cards and progress reports will be posted periodically.

Budget and Resource Alignment

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

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

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

X

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By August 2015, students in the senior cohort (Q) and/or grade 12, including students with disabilities and English Language Learners will make progress toward graduation as evidenced by a 5% increase in graduation rate as measured by the New York City School Quality Guide.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As a cabinet we constantly monitor progress toward graduation for all of our students. Graduation rate is always a place that we can improve. During the school year 2013 – 2014 we saw an increase from 61% to 68% in graduation rate. As a team we feel that we can measurably impact this number by an increase of 5 percent.

Instructional Strategies/Activities

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

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

1. Teacher teams will review the during the September professional development to determine the focus with credits and regents exams.
2. An intense regent's preparation schedule will be developed in which administration will create a master schedule that incorporates skill based courses designed to increase performance on the regents exams.
3. During professional development and common planning time teachers in each content area will develop a plan to focus on certain skills needed to be successful on that content's respective regents exams.
4. Administration will implement mid-term exams and final exams during each semester that are aligned to the regents exams. This will expose the students to the time and content knowledge needed to be successful as well as prepare them for taking such a high stakes exam.
5. Regent's preparation will be available after school and on Saturdays to assist in preparing students for the exams.
6. All Cohort Q students that are in need of credits to graduate will be assigned on-line courses and credit recovery (if eligible) on APEX. These students will be monitored on a regular basis by the content leaders and the assistant principal.
7. Parent meetings will be held during the first semester for students that are graduation-in-doubt to ensure student and parent understand their focus for the year.

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

1. Principal, Assistant Principal, Content Leaders, Lead teacher, and teachers.
2. Principal and Assistant Principal.
3. Content Leaders and Teachers.
4. Principal, Assistant Principal, and content leaders.
5. Principal, Assistant Principal, and teachers.
6. Assistant Principal, Guidance Counselor, and content leaders.
7. Principal, Assistant Principal, Guidance Counselor, Student, and Parent

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

1. September professional development agenda and attendance sheets.
2. The creation of at least one course during the regular school day in each subject area that is devoted to improving skills in that content area.
3. Common Planning time and professional development agendas and sign in sheets by content area.
4. A schedule of mid-terms and finals for each term as well as a spreadsheet of student scores for each content area.
5. Regents preparation schedule and attendance sheets from these days.
6. Compilations of targeted students on the APEX dashboard with their respective course completion.
7. Completed and signed "graduation-in-doubt" letters.

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

1. September professional Development 9/2 – 9/3/14
2. Ongoing during the fall 2014 and Spring 2015.
3. Ongoing during common planning time on Tuesday during period 6 and after school on Mondays from September 2014 – May 2015.
4. During November 2014, January 2015, April 2015, June 2015.
5. October 2014 – June 2015.
6. Ongoing from September 2014 – June 2015.
7. Ongoing from November 2014 – January 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. September Professional development 9/2/14 – 9/3/14 in which teachers will meet in small groups to examine the previous year's data and make predictions. 2. Use of data from previous year's exams to pinpoint students need and design a program that will boost their skills in specific content areas. 3. During content team meetings each content team will develop skills need for their respective exam. These skills will then be built into their instructional program through curriculum maps and unit plans. 4. Four times per year the instructional program will be altered to accommodate Regents style uniform exams in all subject areas. These exams will align to Regents standards and time frame. 5. A schedule will be developed and distributed to all students to inform them of the dates and times of the prep classes and incentives will include extra credit in regular classes for attending Regents prep after school and on Saturdays. 6. All Cohort Q students in need of classes toward graduation in June 2015 will be assigned credit bearing courses through APEX on-lining learning system to increase credit accumulation toward graduation. This will be done during 10th period class as well as after school and at home on the internet. 7. The Principal, Assistant Principal, Guidance Counselor and Parent Coordinator will set appointments with parents and their child to discuss what they are missing toward graduation and outline a plan for them to be successful throughout their senior year so they will be eligible for graduation by August 2015. All parties present will sign a contract agreeing to everything discussed.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Parent phone messages will be sent home through Global Connect to inform parents about regents tutoring. 2. Through the use of the school website, important information regarding tutoring, after school and on Saturdays will be posted periodically. 3. Senior parent events such as college application night, financial aid night, and college essay writing night. 4. Senior Parent meetings to discuss student progress.

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By August 2015, there will be at least a 5% increase in all weighted Regents pass rates as measured by the New York City School Quality Guide.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As teacher teams we analyzed our current NYC School Quality Guide for 2013 – 2014 and noted a specific need in terms of Regents pass rates in all content areas. In the past year these rates with the exception of ELA have either stayed the same or increased slightly. As a team we feel that with a concentrated effort toward assisting all of our students we can make a measurable improvement in our students' Regents scores and therefore increase our weighted passing rates.

Instructional Strategies/Activities

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

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

1. As a cabinet we will design a master program that will include classes that focus on improving skills needed to be successful on the regent's exams in each subject area.
2. During professional development and common planning time teachers in each content area will develop a plan to focus on certain skills needed to be successful on that content's respective regent's exam.
3. Administration will implement mid-term exams and final exams during each semester that are aligned to the regents exams. This will expose the students to the time and content knowledge needed to be successful as well as prepare them for taking such a high stakes exam.
4. An item analysis will be conducted for regents exams of students who had taken the regents prior to September 2014 to pinpoint areas of need for individual students as well as target learning trends.
5. Regents preparation will be available after school and on Saturdays to assist in preparing students for the exams.

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

1. Principal, Assistant Principal, and content leaders.
2. Lead Teacher, Content Leaders and Teachers.
3. Principal, Assistant Principal and Content Leaders.
4. Content teams of teachers.
5. Principal, Assistant Principal and Teachers.

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

1. Cabinet meeting agendas and minutes
2. Common Planning time and professional development agendas and sign in sheets by content area.
3. A schedule of mid-terms and finals will be developed as well as a spreadsheet of students' scores for each content area.
4. A spreadsheet will be developed with the targeted needs of certain populations.
5. Regents preparation schedule for the entire year and attendance sheets from the respective days of Regents preparation classes.

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

1. Ongoing during the Fall 2014 and Spring 2015.
2. Ongoing during common planning time on Tuesday during period 6 from September 2014 – May 2015 as well as during professional development Mondays after school.
3. During November 2014, January 2015, April 2015, June 2015.
4. Ongoing during the fall 2014 and Spring 2015 during period 6 on Tuesdays in Content team meetings.
5. Tuesday through Thursday and Non-holiday Saturdays October 2014 – June 2015.

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

1. Use of data from previous year's exams to pinpoint students need and design a program that will boost their skills in specific content areas.
2. During content team meetings each content team will develop skills need for their respective exam. These skills will then be built into their instructional program through curriculum maps and unit plans. Professional development will be provided to assist teachers in this process and protocol.
3. Four times per year the instructional program will be altered to accommodate Regents style uniform exams in all subject areas. These exams will align to Regents standards and time frame.
4. During content team meetings on Tuesday teachers will exam trends on their respective exams item analysis and focus on these needs in their classes.

5. A schedule will be developed and distributed to all students to inform them of the dates and times of the prep classes and incentives will include extra credit in regular classes for attending regent's prep after school and on Saturdays.

Strategies to Increase Parental Involvement

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

1. Parent phone messages will be sent home through Global Connect to inform parents about regents tutoring.
2. Through the use of the school website, important information regarding tutoring, after school and on Saturdays will be posted periodically.

Budget and Resource Alignment

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

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

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

N/A

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Tutoring / Regents Prep: We provide academic tutoring during lunch and after school. Students preparing for the Regents get additional Regents Prep tutoring afterschool and on Saturdays. Former ELL students who have not been successful at the ELA Regents are mandated to attend a zero period ELA Regents prep. The strategies included are test-taking skills, content reinforcement, practice Regents questions, essay writing, peer editing, think-pair-share, vocabulary activities and content skills necessary to be successful in the class and/or the Regents. Modified Assessments: We offer differentiated assessments and create personalized projects for students who are chronically absent. Technology: We provide laptops to students when it seems appropriate for their needs. We often utilize the computer room to create media-based digital projects and publish writing. Empowerment: Students often have the option to choose a topic, question, or project. By differentiating the students' options, anything they choose will meet their needs and also challenge them. Teacher Consultation: Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful. Student Conference: Teachers meet with students to discuss their progress and often make a contract to help students get on track. Organization Techniques: We help students get organized by helping them	The delivery methods include: - one-to-one - small group activities and tutoring - pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students - on-line and blended learning	These services are provided during: - Zero period - during the school day in all classes - at lunch time once a week - After school Mondays – Thursdays - Every Saturday for 4 hours At home using our online learning, APEX

	sort through papers and create a portfolio and notebook. We sometimes give students a planner to help them keep record of homework, assessments, and projects. On-line Learning - APEX: online learning which includes reading, essay writing, assessments and Regents Prep skills.		
Mathematics	Tutoring: We provide academic tutoring during lunch and after school. Students preparing for the Regents get additional Regents Prep tutoring afterschool and on Saturdays. Students who have not been successful in a Math Regents are programed for a third semester of Integrated Algebra where the content is reinforced and targeted exam prep skills are taught. Modified Assessments: We offer differentiated assessments and create personalized projects for students who are chronically absent. Parent Contact: We contact parents of students who are chronically absent, repeatedly late, are exhibiting behavioral issues and cutting class. We also contact parents to notify them of improvements and successes. We use Global Connect to alert parents of absences and lateness. Teacher Consultation: Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful. Student Conference: Teachers meet with students to discuss their progress and often make a contract to help students get on track. On-line Learning - APEX: online	The delivery methods include: - one-to-one - small group activities and tutoring - pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students - on-line and blended learning	These services are provided during: - during the school day in all classes - at lunch time once a week - After school Mondays – Thursdays - Every Saturday for 4 hours At home using our online learning, APEX

	learning which includes reinforcement of content and Regents Prep skills.		
Science	The following are some of the strategies that we use in our Science classes: • preferential seating • extended time on tests (afterschool, before school and during lunch tutoring. • retests (for students willing to come to a minimum 1 tutoring session prior to retest) • highlight or underline important words (on tests, HW, or class work) to scaffold understanding • reading test questions or acting as a scribe for students who struggle with reading/writing • modified tests (shorter or simplified) • translated exams for ELL's to use as a reference • pair former ELL's with an ELL to assist with translations • tutoring offered (after school, before school, during lunch) • additional time to revise lab report/written assignments after feedback • use Google docs to facilitate feedback and revisions • re-teaching/ additional practice in class work • differentiated reading materials • graphic organizers, Cornell notes to scaffold understanding • teach how to annotate text • model read-aloud-think-aloud (have students model-read-aloud-think-aloud) • breakdown multi part questions into separate questions to scaffold understanding • use video clips as well as readings to provide additional entry points to content • provides lists of missing work	The delivery methods include: - one-to-one - small group activities and tutoring - pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students - Online Learning	These services are provided during: - during the school day in all classes - at lunch time once a week - After school Mondays – Thursdays - Every Saturday for 4 hours At home using our online learning, APEX

	• emailed make-up work to parent/student • provides packets of missing work for students to make-up • provides progress reports with grades and a list of missing work • calls home for students with attendance issues, in danger of failing. We use Global Connect to alert parents of absences and lateness. • Students preparing for the Regents get additional Regents Prep tutoring afterschool and on Saturdays. <u>On-line Learning - APEX:</u> online learning which includes reinforcement of content and Regents Prep skills. <u>Biology Class</u>: Students who are in 10th, 11th and 12th grade who have not been successful on the Living Environment Regents are programed for a Biology class which helps them to master the skills necessary to be successful on the Living Environment Regents		
Social Studies	<u>Tutoring / Regents Prep</u>: Students who are currently in 12th grade who still need to pass the Global Studies and/or US History Regents and other students who have not been successful in these Regents, are part of a very aggressive Regents Prep after school and on Saturdays. These classes focus on skills and content that the students need to be successful on these Regents. <u>Additional Global Studies Class</u>: Students currently in the 10th, 11th and 12th grade who were not successful on the Global Regents are scheduled for another Global Studies class which also helps prepare them to master the skills they need to be successful on the	The delivery methods include: - one-to-one - small group activities and tutoring - pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students - grade level groups of students - Online Learning	These services are provided during: - during the school day in all classes - at lunch time once a week - After school Mondays – Thursdays - Every Saturday for 4 hours - At home using our online learning, APEX

	Global Studies Regents. Accelerated Global Studies Program: In the past, we noticed that when the Global Studies curriculum was stretched over a two year period, students lost much of the content during the summer break before getting the content in the second year before taking the Regents. As a result we created a one-year Global studies program where all 9th graders get the complete Global Studies curriculum by taking double periods of Global Studies during both semesters. Then in June of their 9th grade year they take the Global Studies Regents. Teachers also created their own Regents Prep packets comprising of past Regents exams and exercises to develop skill and content which students use throughout the year. Academic Assistance: All students who take a Social Studies class and did not receive 75% mastery are given mastery packets to complete. Students are also placed is homogeneous groups with an excelling student as their group leader. Reading assignments are differentiated and copies of class notes are places around the room to evoke prior knowledge and given to students who have IEPs. On-line Learning - APEX: online learning which includes reinforcement of content and Regents Prep skills.		
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	The Guidance Counselor adheres to the following protocol: • Students are classified as having academic or behavioral issues according to their needs. • Individual target goals are	The delivery methods include: - one-to-one counseling - small group counseling	These services are provided during: - during the school day during Advisory classes - at lunch time

	developed with each student. • Students receive weekly individual and group counseling according to their classification. • Goals are also developed with each counseling group. • Each marking period we evaluate the progress of the goals with the individual and groups of students and we make appropriate modifications accordingly. The school Psychologist is responsible for the following: - Administering mandated psychological tests to special education students and students who have been referred to receive special education services. - Updates and documentation of all psychological testing are done on SESIS. - Set up an Educational Conference with the parents to discuss the results of psychological tests and recommendations. Social Worker: We have a community-based organization called CAMBA (Church Avenue Merchants Block Association). CAMBA is a Brooklyn-based non-profit organization founded in 1977. One of the programs that CAMBA offer our students is the Teen Relationship Abuse Prevention Program (RAPP). The goals of RAPP are: Prevention: increase student awareness of abusive relationship behaviors and providing the ability to develop healthy relationships. Intervention: increase emotional support and stability for at-risk students and	- pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students - Students and their parents/family - Family workshops	- After school clubs and small groups Mondays – Fridays - PTA meetings

	those in abusive relationships. Teacher/School Staff Professional Development: improve the ability of teachers and other school staff to identify teen relationship abuse and make appropriate referrals to the RAPP social worker. Community Outreach and Parent Education: increase awareness of abusive teen relationship behaviors outside of school and the community. These goals are fulfilled on a monthly basis through the following activities: - A Three –Session Interactive Course Curriculum: The RAPP social worker facilitates these classrooms lessons where students discuss abusive relationship behaviors, healthy and unhealthy relationships and sexual assault/harassment. - Individual counseling/Crisis counseling: The RAPP social worker provides one on one counseling for students who are in abusive relationships, witnessing domestic violence at home, or been a victim of crime. Students may be self referred and/or referred by a staff member. - Group counseling: These support students who are in or have experienced abusive relationships, or teen dating violence. - Teacher and Staff training: The social worker provides presentations and workshops to promote awareness of teen relationship abuse. - Parent/Community Outreach: The social worker also does presentations to parents and the PTA to again promote awareness of teen relationship violence.		

	- Advocacy and Referral: The RAPP social worker makes a complete assessment of students' needs ensuring that they are indeed appropriate for RAPP services. <u>At-risk Health Related Services</u>: <u>Health Corps</u>: Founded by Dr. Mehmet Oz in 2003, the Health Corps program empowers students to become proactive health leaders in their communities and environment. Through education in and out of the classroom through workshops, after school cooking and fitness clubs and health fairs, Health Corps helps students to learn a holistic approach to health, to discover how to foster a healthy lifestyle including balanced nutrition, fitness and mental resilience.		

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In order to ensure that we attract highly qualified teachers and staff members at ACE:

- Administrative team regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The school administration works closely with the network human resources point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers as well as teachers in their first year of teaching.

Strategies for Recruitment:
We have a hiring committee that is made up of our Content Team Leaders. When hiring teaching staff, the content leader of the department first conducts a preliminary telephone interview with the applicant, followed by a face-to-face interview with the hiring committee. Once the applicant has successfully completed this interview, a demo lesson is scheduled for the applicant where the Administrative team joins the hiring committee. If the demo lesson was deemed effective by the committee, the applicant is scheduled to be interviewed by the Administrative team.

Retention and Assignments:
All teachers are programmed to teach in their license area and are encouraged to develop elective classes in their content area. Prior to programming, teachers complete a preference sheet which states their grade and course of preference. 97% of our teachers are programmed for their first preference course and grade. We introduce electives each semester based on teachers' interest s and talents. For example, this year we introduced a series of new courses such as Aquaponics and Hydroponics Science Internship in collaboration with the Environmental Science Center and Cornell University, History Through Film, History and Sports, AP English and Calculus.
ACE staff members are encouraged to form clubs and small groups afterschool, some of the clubs we have at ACE includes: Caribbean, Cooking, Fitness, Running, Soccer, Chorus, Sustainability, Environmental, Chess and Peer Mediation.

Support:
Staff members are encouraged to attend all staff development opportunities provided by our Network. These include monthly professional developments for Principals, Assistant Principals, Guidance Counselors, Lead Teachers, Parent Coordinators and other professional development opportunities for teachers and paraprofessionals. Content-based professional developments are also offered to teachers within their content areas in collaboration with DOE partnerships and community-based organizations. For example, professional developments for Health and Physical Education teachers, Art teachers, Science teachers, Math teachers and the College Advisor. These consistent professional development opportunities empower our staff to be well equipped to assist our students as well as ensure that they are continually striving towards becoming highly qualified in their respective field.
All first and second year teachers are assigned a mentor and meets with our Lead Teacher weekly to discuss pedagogy and strategies to ensure that they are successful.

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).

In order to improve student engagement across classrooms, a system of differentiated professional development was implemented in order to develop teacher capacity to implement strategies for productive engagement, and will result in an increase in overall teacher performance on Danielson component 3c.

- Our Instructional focus (Productive Engagement) was developed collaboratively during our Summer Institute
- The Lead teacher conducts full-staff PD, with topics focused on developing teacher capacity around productive engagement strategies
- An outside agency, Creative Classroom Solutions, leads full-day professional developments throughout the year to provide

teachers with PD around designing CCLS aligned unit plans and performance tasks. In addition to providing whole staff professional development, the coaches from Creative Classroom Solutions conduct classroom visits then provide targeted individualized professional development to teachers.

- Network 404 math coach observes teachers and gives them feedback on their practice
- Network 404 math coach works with math department to give them feedback on their curriculum and develop strategies to support CCLS aligned math instruction (with a focus on productive engagement and the instructional shifts)
- Network 404 math coach works with math department to ensure there is true discovery and applied knowledge taking place in the math classrooms
- Lead teacher meets with new teachers twice a week during their prep periods to discuss challenges, give them feedback on their instruction, debrief inter-visitations (where they visited his classroom)

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- A partnership was formed between the school and CAMBA which provides the school with a full time social worker that will counsel student on relationship abuse and effectively reduce the number of students missing class because of issues with fellow students.
- A partnership was formed between the school and HealthCorps which provides the school with a full time HealthCorps Adviser who empowers students to become proactive health leaders in their communities and environment. Through education in and out of the classroom through workshops, after school cooking and fitness clubs and health fairs, HealthCorps helps students to learn a holistic approach to health, to discover how to foster a healthy lifestyle including balanced nutrition, fitness and mental resilience.
- The school is using several instructional programs to support student development, such as: After School Tutoring Program, Saturday Enrichment, and Regents prep, and AM/PM AIS support services.
- We purchased the Global Connect phone messaging system to assist in contacting student homes in regards to attendance issues
- We were able to hire a Community Assistant who does outreach to parents /families and assist our parent coordinator in researching and providing additional resources to our students and their families.
- We are able to host a lunch for our Students in Temporary Housing where we also provided them with necessary school supplies.
- The School Leadership Team in collaboration with the PTA was able to host an evening workshop on Gang Awareness for parents

SWP Schools Only

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

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

N/A

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 ACE our teachers are an integral part of the decision making process. Teachers meet in content and grade/inquiry teams weekly to discuss a variety of topics including assessments, analysis of data and strategies to improve instruction. The administrative team meets with the inquiry team leaders bi-weekly and the content team leaders weekly. Ultimately, these teacher leaders form the Principal's Instructional Cabinet and all decisions are first discussed at the weekly Cabinet meeting.

Teacher teams engage in implementing and analyzing common core aligned unit plans with key artifacts that culminate in a performance based assessment resulting in 50% of teachers being rated 'Effective' in component 3d using assessment in instruction. The process by which this decision was made is as follows:

- In August, at a 3 day Summer Institute teachers analyzed school data and developed action steps to make improvements in Regents scores and graduation rates
- During Common planning time, weekly PD has centered around how to make the instructional shifts
- Creative Classroom Solutions will lead full-day PDs throughout the year to provide teachers with PD around designing CCLS aligned unit plans and performance tasks
- Teachers are working on a curriculum overview tool where grade teams can see how curriculum is aligned horizontally
- Content teams meet Tuesdays during common planning time
- The instructional cabinet developed a common protocol for content teams to use when creating and looking at unit plans
- The teachers decided on a UBD structure and template for curriculum planning
- Content teams review unit plans
- Content teams analyze performance based assessments aligned to units
- The Content team leaders collect curriculum maps and provide feedback on their alignment to the CCLS
- During weekly instructional cabinet meeting time, the instructional cabinet use the ACE teacher designed Unit Plan Guide to give feedback to their teachers on unit plans

TA Schools Only

Use of Program Resources

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

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).
N/A

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

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

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

Parent Involvement Policy (PIP) Template

ACE Parent Involvement Policy (PIP)

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

- Providing materials to support parents when helping their child with assignments
- Providing parents with the information and training needed to instill study habits with their child;
- The Parent Coordinator will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by the frequent mailings of progress reports and report cards;
- Providing parents access to their child's grades on a regular basis through parent access to the Jupiter grades grading system.
- Sharing information about school and parent related programs, meetings and other activities, in languages that parents can understand through our ACE Website, www.acebrooklyn.org and out telephone calling system Global Connect;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, in the morning, afternoon and on saturdays, 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 Parent "Back to School Night" to allow parents to meet their child's teacher and get information that will assist them in helping their child in their respective subjects;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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 and web publication designed to keep parents informed about school activities and student progress.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

ACE SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, in morning, evening and on Saturdays providing 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 through our Telephone messaging system, the mail and our website, www.acebrooklyn.org;
- 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 through progress reports 6 times per year;
- 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, such as parent-teacher conferences, parent trainings, and Back to school night;

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 **(8:45am)** 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 promptly 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; **(8:45am)**
- 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..

DBN: 18K637

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated[2]. **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**	**Funding Amount:**	Place an (X) in Column A below to verify that

	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$200,679.93	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$1,795,445.00	X	See action plan

[1]Explanation/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:

- 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.

- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 18	Borough Brooklyn	School Number 637
School Name Academy for Conservation and Environment		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Eugene Mazzola	Assistant Principal Sybil Girard
Coach type here	Coach type here
ESL Teacher Jennifer Brand	Guidance Counselor Osama Mostafa
Teacher/Subject Area Steve Krzyzanowski/Global	Parent type here
Teacher/Subject Area Judith King/Biology	Parent Coordinator Regena Barber
Related Service Provider type here	Other ESL Coordinator: J. Brand
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
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 not 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)	289	Total number of ELLs	16	ELLs as share of total student population (%)	5.54%

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	**Newcomers (ELLs receiving service 0-3 years)**	12	**ELL Students with Disabilities**	3
SIFE	8	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6+ years)**	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12	8	1	3	0	2	1	0	0	16

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	12	8	1	3	0	2	1	0	0	16
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	1	1	2	6
Chinese														0
Russian														0
Bengali										1				1
Urdu											1	1		2
Arabic										2				2
Haitian											1		2	3
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	5	5	2	4	16

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)										4				4
Intermediate(I)											3	1		4
Advanced (A)										1	2	2	3	8
Total	0	0	0	0	0	0	0	0	0	5	5	3	3	16

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	8			
Integrated Algebra	12		4	
Geometry	4			
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	9		1	
Physics				
Global History and	10			
Geography				
US History and	4			
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   1) All of our students will take the Fall New York City Preassessments in ELA. Based on these assessments we will be able to assess the writing skills of our students in English. All students are enrolled in a College Literacy class, that, amongst other things, offers students practice in reading, writing, and interpreting information using the REWARDS program. To begin this program at the appropriate

level, students must complete an initial assessment that provides us with baseline data regarding their ability to read and understand non-fiction writing, and which we then use to help guide further instruction and develop differentiated materials.

At our weekly inquiry meetings teachers share data on students with the ELL teacher, Ms. Brand and vice versa. We use the data on students to adjust instruction as well as to plan interventions when necessary. Data from exams like the NYSESLAT, the New York City Preassessments in ELA as well as data from the classroom is used. Teachers and the ESL teacher use inquiry spaces to share concerns about students and instructional strategies that work.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2) The LAB-R helps the ESL teacher to understand what modalities the students are excelling in and what most students are struggling in. LAB-R data for our newly admitted ELL shows that this student has few fluency issues, but struggles to comprehend text. Literacy skills need to be improved as well as language skills.

The NYSESLAT similarly informs us of the areas that students are mostly struggling in. ACE has begginners, intermediate and advanced level students and at all levels within this spectrum. There is no one continuous pattern other than this. Each student has their own instructional plan and has their own unique skills to work on.

The New York City Preassessment in ELA tells us that ELLs are struggling with academic text. Their basic skills and level of vocabulary impede them from performing well in the content areas.

This has informed the ESL teacher instruction by having students read leveled texts. Also, as an instructional goal, the ESL teacher has laid out a plan to get ELLs reading appropriately at their grade level. Tests show this, that students struggle with the reading and therefore struggle with the writing. The ESL teacher includes read alouds of fiction and non fiction texts as well as content area texts. This is done daily for each student to help them improve their listening and reading skills and in turn their writing.

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)

N/A

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?

4) As students spend more time in our school and participate in our programs their English speaking improves. We hope to improve their reading, writing and listening in academic English. What has been noticed is that as the students continue in their high school careers, their English language proficiency increases. Logically, most of our advanced students have been in the ESL program for multiple years while the beginners are new to the school and the program. We cannot determine how ELL students perform on their native language tests as compared to the English assessments because our ELL students take their major assessments in English using the native language version only as an additional resource or guide.

NYSESLAT, LAB-R, and the New York City Preassessments in ELA show our students struggling with their reading and writing. Additionally, all students take midterm and final exams that have been implimented in all subjects this year. The student scores on these exams will be used to assess what basic skills the ELLs lack or require further help with as well as to assess what content they understand in a particular subject. Ms. Brand, the ESL teacher, will also use the midterm exams to decipher areas that she can help the subject area teachers find effective strategies to use with the ELL students.

Our students have not yet taken exam in their native language. We provide students with tests in English, and where possible in their native language (such as French or Creole, or Spanish) or with assisted translation.

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?

Throughout the school year, our ELL teacher, Ms. Brand, held four 2hr whole staff professional development for general education teachers to incooporate instructional strategies that will enhance ELL students English Language profeciency. The ELL teacher also plans with the general education teachers so that the language on handouts and projects are simplified for the ELL students.

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.).

We will examine the results of our NYSESLAT and our Spring New York City assessments to determine progress in the different areas. We also look at which classes students are able to achieve highest proficiency in order to determine which teachers are most effective with our ESL students and what strategies seem to be most effective in assiting this population of students with their understanding of information.

Our school uses a variety of assessment tools to assess early literacy skills of our ELLs. Students 8th grade assessements let us know whether they are a level 1,2,3,or 4 when beginning high school. For new freshman, sophomores, juniors and seniors who took the NYSESLAT in the previous years, we use their data from the ATS report RNMR to assess their strengths and weaknesses when it comes to listening, speaking, reading and writing. Ms. Brand, our ESL certified teacher works with Ms. Girard, assistant principal, to create goals for students based on the data provided in the RNMR report. We also use student portfolios to assess more specific strengths and weaknesses in their reading and writing. In the fall, new ELL students take the LAB-R. Ms. Brand uses the scoring mask as well as the LAB-R Writing rubric to determine the students skills in reading and writing as well as to set reading and writing goals for those students. Uniform midterms and finals are given in all departments. Midterms are given in November and finals are given in January. The results are used by teachers to assess students' areas of improvements as well as their weak areas. The departments meet to do item analysis for midterm and final exams. Ms. Brand is informed of the results and uses this information to goal set for students. In January, all students including ELLs take the ELA regents. Ms. Girard, assistant principal, and the English teachers perform an item analysis of each multiple-choice question on the Regents. Ms. Brand uses this data to again adjust her goals for her students as well as her curriculum to reflect the needs of her students. All of these exams and their results act as predictors for student performance on the NYSESLAT, which students will take in April and May as well as for the English Regents in June.

We have implemented a rubric for the ESL program and use that to judge the ESL program. This rubric will be based on the CR-Part 154 as well as best practices shown in the field.

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.)

1. Parents of the students being admitted to our school are given the Home Language Identification Survey (HLIS) in the language of their choice by Osama Mostafa, a permanent New York State guidance counselor, who also performs an informal interview in English and Arabic. Ms. Brand, the ELL certified teacher and coordinator, who holds a NYS professional certificate for teaching ESL, helps in conducting each informal interview with the newly admitted student and their parent/guardian. Our assistant principal., Sybil Girard is called to assist when the primary language is Haitian-Creole or French. Other staff members assist with Spanish. The NYC DOE translation unit is called to translate using a speaker phone to communicate while the guidance counselor listens. The parents are asked to complete the HLIS. Ms. Brand, our state certified ELL teacher and coordinator, is notified that a student whose language is not English has been admitted. In addition, the information from HLIS given to the school secretary who enters the data into ATS. The student is sent to Ms. Brand who administers the LAB-R when necessary (within 10 days of the students' enrollment). The LAB-R is used to identify and place new ELLs. It is administered only once to a student to determine his or her eligibility for instructional services for ELLs. Ms. Brand is also responsible for submitting the data from the LAB-R. When a student is a Spanish speaker, the Spanish LAB-R is administered by the Spanish teacher. Ms. Brand uses the scoring mask to determine whether the student is beginning, intermediate, advanced, or proficient. Ms. Girard, Assistant Principal, supervises all of Ms. Brand's work. As a

back up to make sure all students' Home language information is entered and accurate, Ms. Brand examines the RHLA report to make sure all information in ATS is accurate and has changes made when necessary. In addition, the Secretary, runs the RLER and RLAT reports each week to ensure all new students are receiving the appropriate mandated services. Ms. Brand examines this data and tests students immediately when needed and re-programs their classes with the assistance of Ms. Girard, assistant principal, and Mr. Mostafa, guidance counselor.

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.

   2)At ACE there is only one program available for ELL students: Freestanding ESL. This is due to the fact that we have a limited population of ELLs and do not have enough students to have a bilingual or duel language program here. However, if we do eventually have choices, the following would apply. The following structure is in place at ACE to ensure that parents understand all three program choices: when students come to our school, the family meets with the guidance counselor, Mr. Mostafa, a permanent certified New York State Guidance Counselor, the ESL teacher and coordinator, Ms. Brand, who holds a professional certification to teach ESL in NYS and the parent coordinator, Regina Barber, who holds a BA in sociology, inform parents of the programs available for their youngsters. This occurs when the child is first enrolled in our school. Information sessions are held twice a year (one in the fall and one in the spring) or on a need basis, where parents are shown the parent-choice video in their native language. In addition to Ms. Brand, Ms. Girard, the AP, who holds an SBA, Mr. Mostafa, the Guidance Couselor, Ms. Barber, the parent coordinator, parent volunteers, and Mr. Davies, the Spanish teacher, is present to help ensure that parents are fully aware of their program choices.

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].)

   3) The ATS reports used at ACE to determine test elligibility are RLER, RLAT, and REXH. Ms. Brand, the ESL teacher and coordinator, is responsible for ensuring that the entitlement letters are distributed, which are distributed during parent information sessions which take place twice a year, once in the fall and once in the spring and also through the mail if parents were unable to attend. The entitlement letters are maintained and stored with the school guidance counselor. Once the letters are distributed to the parents at the school wide meetings or individual meetings, they are collected and stored in the guidance office. We make every effort to meet with each parent, so it has been necessary to set up individual meetings during the school day to ensure that they receive proper information about the three programs. Ms. Brand and all staff listed previously are present. Parent Survey and Program Selection forms are returned in the following ways: parents are encouraged to complete and submit the Parent survey and the program selection form at the information sessions or at individual meetings one child's parent/guardian. We distribute entitlement letters, the parent survey and program selection form to parents through the mail. In addition, Ms. Brand facilitates a meeting where parents are informed of the LAB-R results and view the Orientation DVD for Parents of English Language Learners in their native language if possible. At the same time parents receive a copy of the Entitlement Letter in their native language. We make every attempt to have translators available at these meetings. The entitlement letter describes the three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parents are encouraged to ask questions about all three programs and their questions are answered by Ms. Brand, our ELL coordinator. We hold a parent meeting at the beginning of the year as well as on a one-on-one basis for parents unable to attend the annual parent meeting at the beginning of the year. Ms. Brand, Mr. Mostafa, and Ms. Barber all work together to ensure, through parent outreach (phone calls, letters and Parent Association meetings) that all parents return all forms.

   Ms. Brand, the ESL teacher and coordinator, is responsible for collecting and storing parent surveys and program selection forms. Ms. Brand calls parents and send the program surveys and program selection form home in the mail in case the forms were misplaced. Ms. Brand calls to follow up with parents as well.

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.

   4) The criteria used to place identified ELL students in ESL instructional programs is as follows: The ESL students that we serve come from many countries and speak a variety of languages. We serve all of our students through a Freestanding ESL program. Parents or caretakers agree to this instructional model through the parent selection forms given to parents at the beginning of the year when students are enrolled in our school. If parents are unable to communicate in English we provide a translator to assist with communications by contacting the DOE translation unit. When necessary, we provide written communication in the child's native language. After the information sessions, we receive back the program selection forms and the parent surveys, we give the child the continued entitlement letters as well as mail continued entitlement letters home to ensure that parents receive them. Ms. Brand, the ESL teacher follows up with parents to ensure they received the letters. Once Ms. Brand receives the LAB-R scores saying that a student is eligible for ESL, she gives the student an entitlement letter within a few days of receiving the scores. She also mails the

entitlement letters home and follows up with the parents to ensure the letters were received.

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.

Each spring Ms. Brand, our ELL certified teacher and coordinator, measures ELL students' progress by scheduling and administering the New York State English as a Second Language Achievement Test (NYSESLAT). This test measures the progress of English language skills in listening, speaking, reading, and writing and determine proficiency levels (beginning, intermediate, advanced, proficient). The scores from the NYSESLAT helps us maximize ELL services and instruction to meet the varying needs of ELLs. Besides identifying for us which students should continue to receive ELL services, the NYSESLAT also helps us determine students language proficiency levels. This allows us to:

-Place ELLs in programs that best fit their needs

-Plan strategic homogeneous linguistic groupings

-Determine how much instructional time should be spent in the native language and English (as part of the City LAP)

-Determine the most suitable amounts of English as a Second Language and English Language Arts instruction time

When results are received in August of that year, Mr. Mostafa programs students based on their results and the mandated hours required by the CR part 154.:

We use the following ATS reports to ensure that all ELLs receive the NYSESLAT annually:

-RLER, RLAT, RESI, RNMR

Ms. Brand, the ELL certified with NYS professional certification in ESL administers the NYSESLAT to students. ACE follows the timeline given by the NYC DOE for administering the NYSESLAT to all ELLs in a timely manner. We will administer the Speaking portion individually to students, scheduling them to take this portion in a secure testing environment. Each component, the reading, writing and listening will be scheduled into the school week given by the NYC DOE and given to students while in school during the scheduled time.

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.

5) We are still a relatively new school, 6 years old, and have had a small cohort of ESL students, which has been steadily increasing. Parents of our ESL students did not request any other program other than the freestanding ESL program. Ms. Brand, the ESL teacher has made every effort to inform parents of their choice and has herself recommended bilingual and dual language programs for students who would benefit more from such programs. Parents have chosen to stay in a free-standing ESL program. This is not an immediate choice parents make. We give our students parents time to consider what programs they would prefer. Parents are encouraged to take home the parent surveys and the program selection form and to watch the parent choice videos agaiParents and caretakers are apprised of the program at our school. Based on our intake interview this program is aligned to the program they desire for their youngsters.

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])?

    1. Our only ELL model is freestanding using the departmentalized model. Beginning students have three periods of ELL classes (English, Reading and Writing) and then take four or five other subject area classes with the general population. Intermediate students take two periods of ELL classes (English and usually Writing, but it depends on the students NYSESLAT scores) and five or six other subject area classes with the general population. Advanced students take one ELL course (usually Writing, but it could be Reading - depending on their NYSESLAT scores) and six or seven other subject area classes with the general population.

    Since we are a small school, the students are grouped into heterogenous classes based on proficiency level. We currently have Ms. Brand, who holds an ESL certification, teaching two stand alone ESL classes and two push-in classes. Our instructional periods are 43 minutes long.

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)?

    2. NYS CR Part 154: We offer beginning students 3 ELL instructional periods of 45 minutes 5 days a week, a total of 765 minutes per week. We offer intermediate students 2 ELL instructional periods of 45 minutes 5 days, 510 minutes per week. We offer our advanced students 1 ELL instructional period of 45 minutes 5 days, 255 minutes per week. Based on our schools schedule it is necessary to schedule students by classes not by time alone. Advanced students get ELA instruction 45 minutes per day, 5 days a week, so they receive ELA for a total of 255 hours per week. Beginners and Intermediate students have ELA embedded into their ESL classes.

    Ms. Brand (our certified ESL teacher) is able to teach all of the ELL periods because of our heterogeneous grouping. She teaches 4 periods for ELL students. The beginners have two stand alone classes and one push in class; the intermediates have one stand alone class and one push in class; and the advanced have one push in class.

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.

    3) Ms. Brand, the ESL teacher collects materials from the content teachers in order to assist beginner students with the concepts and vocabulary in their stand alone classes. The ESL students also attend tutoring during the 43 minute Wednesday sixth period tutoring sessions which which is mandated. As we develop our program, our newly hired ESL teacher will work collaboratively with grade teams during common planning meetings to discuss and implement the most effective strategies for incorporating content material into their ESL instruction.

    Ms. Brand uses the SIOP model as well as QTEL strategies. She infuses content area, age appropriate materials with these strategies to teach ELLs. She also uses ESL the following ESL textbooks: High Point, Milestones and Rewards.

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

    4. All ESL instruction is delivered in English. Students use bilingual glossaries and dictionaries in all content area classes. Students are also provided with standardized exams in their native language if available as well as translators in their native languages when needed.

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

    N/A

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).

6a) Students with low literacy in their own language and students with interrupted formal education (SIFE) are identified through their responses to questions on the Home Language Survey and teacher evaluations. These students are strongly encouraged through parental contact and guidance to participate in tutorial programs. Teachers are aware of youngsters' needs and differentiate instruction to accommodate and support their needs. Additionally, special literacy classes for ELLs in this category are in place and there are classroom libraries to provide the students with additional reading materials. Instruction focuses on the development of literacy through all four language modalities with a strong emphasis on reading and writing. During common planning meetings throughout the year teachers discuss and identify students' needs and plan effective instruction to support the identified needs.

6b) Our ELL Curriculum Texts and Resources for ELL beginning Level the texts Rewards Multi-syllabic Word Reading Strategies, Bridges to Literature Level 1 (McDougal Litell), Visions (A), Milestones (A), High Point (A) and English Discoveries and Rosetta Stone computer software are used. Students are also required to complete 3-5 leveled books of choice from the independent reading library. (Students at all three levels read graphic novels.) These students receive three periods of instruction daily totaling six hundred plus minutes of instruction per week. This is our plan of action when working with beginner ELLs.

6c)The following is our plan for Intermediate level ELLs. We use High Point (B and C), Visions (B), Bridges to Literature (Green) and adapted classic novels with DVD recording of the text such as The Call of the Wild, Treasure Island, and The Strange Case of Dr. Jekyll and Mr. Hyde. Students are also required to complete 5 to 7 leveled books of choice from the independent reading library. Intermediate Level students receive four hundred plus hours minutes of ESL instruction per week. This is our plan of action when working

At the advanced level the novels including Macbeth, The Chocolate War, To Kill a Mockingbird, The Miracle Worker, When I Was a Puerto Rican, Things Fall Apart, A Doll's House, Flowers for Algernon, The Pearl, Animal Farm, Of Mice and Men as well as many short stories including "Rappuccini's Daughter," "The Curious Case of Benjamin Button," "The Lottery," "The Secret Life of Walter Mitty," "Harrison Bergeron" to name a few. The short stories are accompanied with films, which students use for comprehension as well as analysis of techniques and viewpoints used across the two medium of text and film. Advanced level students who are juniors also develop vocabulary using Vocabulary Cartoons Books I and II, Vocabulary for the College Bound and on a daily basis they are given sponge activities using the vocabulary program Meanings in Opposition. Students also read the novels Tooth and Nail and Test of Time, which are SAT vocabulary building novels. Advanced level are required to complete 7 -10 leveled books of choice from the independent reading library. Advanced level students are required to complete 7-10 leveled books of choice from the independent reading library. Advanced level students receive two hundred and fifteen minutes of ELA instruction. As data reflects most of our ELLs are at intermediate levels of proficiency across all grades. Our students' reading levels showed variations among indvidual students. Most students across all grades showed the highest need for the development of reading and writing proficiency. The teachers of long term ELLs who have been identified by the extension of services report are informed of the areas where progress is most needed. These students need assistance so that instruction can be tailored to meet their needs. Eleventh grade students who fall into this category are programmed for an ELA regent's preparation class to enhance their writing skills, required to attend tutoring sessions afterschool. Writing workshops afterschool and through the foundational courses are offered to the long term ELLs and other ELLs who have demonstrated deficiency in reading and writing.

6d) Long term ELLs: We have some long term ELLs, who are identified via transcripts, BESIS, NYSESLAT and ATS. What we have found is that many of our students once they reach high school have already been in ESL for several years. These students speak and understand English but have poor reading and writing skills. Often we see a link between this and their weak reading and writing skills in their native language, although they speak the language fluently. As a result they do not transfer the reading and writing skills from their first language to their second. They are well-versed in the BICS, but struggle at gaining and retaining the CALPS for all the content areas. When placed in ESL, these youngsters read high interest, low-level novels, short stories and newspaper articles. Varied writing activities and hands-on projects are designed to increase reading and writing proficiency. Advanced level youngsters who have difficulty writing essays focus on preparing for the ELA Regents as they discuss and review comprehensions of works of literature and non-fiction.

6e) Former ELLS will still receive all services for two years after testing out of ESL. Additionally, we have a zero period review class for those students and Regents Prep as well as tutoring after school, during lunch periods, and on Saturday mornings.

ELLs with Special NEEDs: Through weekly common planning meetings we discuss with the Special Education teachers and paras strategies, materials, and curriculum that are being used in the ESL classes and can be continued in the resource room. Our goal is to make sure there is continuity of instruction between both departments. The Special Education teachers also share differentiation strategies that have been successful with our students.

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?

7) Our instructional program is designed to include ESL, English Language Arts and content area instruction that is aligned to the New York State ESL, ELA standards, and common core standards and meets all the CR part 154 requirements. This instruction includes scaffolding of academic language and complex content. It engages students through teaching language and structure in context with the use of visuals, realia, and other scaffolding strategies that promote student achievement. Materials and texts that connect to students' interest and experiences help them make connections to prior knowledge and to access new information. The program emphasizes the Principles of Learning and the use of academic language for oral and written discourse. English Language Learners with special needs participate in the same standards-based program as all ACE students while receiving the support they need to achieve as indicated on their Individual Education Plans. Please see response to question 5b, c, and d for resources used to support ELLs.

ELLs with IEP are programmed based on their NYSESLAT scores into eith one period, two periods, or three periods. Mainstream students and special education students work together in heterogeneous groups in our ESL program. Special education students that are also ELLs receive the same mandated time as ELLs without special needs in the same program. The ESL teacher works with the special education department to ensure that swd needs are met.

English as a Second Language will focus on the standards. Classes will includes activities where:
- Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, and apply and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a Second language will use English for self expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen, to read and respond to oral, written, and electronically produced texts and performances. They will also relate texts and performance to their own lives and other works, while developing an understanding of the diverse, social, historical, and cultural dimensions the text and performances represent.
- Students will listen, speak, read and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgements on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English Language Proficiency to reflect on and analyze experiences, messages, ideas, information and issues presented by others. This skill will be done by using a variety of established criteria.
-Students will listen, speak, read and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose and setting.
-Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of different social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and knowledge of local U.S. cultures and practices, in their interactions with others in their new cultural environment.

Support of standards will be evident by student work, boardwork, lesson plans and interviews with teachers. Additionally, every classroom will have the appropriate standards posted for maximum student awareness. A greater emphasis will be placed on interdisciplinary instruction in all of the English as a Second Language classes.

English Language Learners receive an instructional program with the same emphasis on academic rigor as our entire student population. They attend classes with the entire student body. They are expected to produce original student work that reflects comprehension of academic principles and concepts as well as proficiency in different modes of academia. They exhibit academic and technical proficiency in the use of technology to do research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer-conferencing, and the use of oral and written academic language.

Once an English language learner has reached proficiency as indicated on the NYSESLAT their progress is monitored by the guidance department. Students are programmed for ELA Regents preparatory classes to ensure their success on the English Language Arts Comprehensive Regents Examination. Additonally, after-school tutorials are scheduled throughout the year.

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?

8. ELL students in each grade receive services in a general education setting with heterogeneous classes. However, modifications are made to the curriculum and additional services are used to ensure student understanding. The instruction is based on the number of ELL students through differeniation and the students are scheduled based on proficiency level. We have stand alone as well as push in classes. During the stand alone class, the ESL teacher works on skill building while in the push in classes, the ESL teacher aids in student understanding of the content in subject classes. The student goals are revised each marking period by all teachers of ELLs to discuss any progress and changes to the students' schedules and/or goals. All student, including ELLs, are encouraged to attend activities during lunchtime and after school activities. For students reaching proficiency, our transition plan is designed to include content area instruction that is aligned to the New York State standards and common core standards. Instruction includes scaffolding of academic language and complex content. It engages students through teaching and structure in context with the use of visuals, realia, and other scaffolding strategies that promote students achievement. Materials and texts used are ones that connect to students' interests and experiences; help them make connections to prior knowledge, and access new information. The instructional program emphasizes the Principles of Learning and the use of academic language for oral and written discourse. Tutorials are scheduled throughout and after the school day for students who need additional assistance with content area subjects. Additionally, the progress of youngsters who have met proficiency are monitored by Mr. Mostafa, the guidance counselors and Ms. Brand, the ESL teacher.

Former ELLs receive time and half as well as bilingual glossaries.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   9. Our school offers tutoring both during and after school with content area teachers and the ESL teacher. Tutoring is offered in English, Math, Science, Global and US History. Students have 43 minutes of tutoring 4 days a week after school and one period 2 days a week. Students also receive 6 Saturdays of prep classes for regents preparation in all regents exam areas. Additionally, ELLs in need of the English Regents Exam attend a zero period before school for further regents preparation.

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

    10. ACE will continue to recruit and develop a certified, highly qualified teaching staff with a commitment to the education of English Language Learners. We will continue to support our staff through our professional development program which emphasizes effective practices for instruction of English Language Learners, planning lessons that support language and content development and meeting the needs of individual learners. We will also continue to support teachers' understanding of the language and cultures of their students and their communities. ACE is committed to the principles that every student deserves a quality education. It is our mission to provide a quality education in a safe and supportive environment. The program for our English Language Learners has been designed, planned, and fine-tuned to reflect our shared commitment to educate our youngsters, excite them about learning and shape them into contributing members of our American society.

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

    11. Improvements to Our Programs: This year, we have a full-time, fully certified ESL teacher since the previous one retired. It is our hope that we can continue to improve our program by hiring more ESL teachers as the number of our ESL students increase. Another way, we hope to improve the program, is by increasing the number of books on tape and improve our ELL classroom library by adding many more books that are leveled and interest appropriate. Furthermore we now have more technology, including one full computer room and four lap top carts. The new technology makes learning more accessible to students and offers different educational programs including Castle Learning.

    We are also looking this year to improve professional development to teachers about differentiating instruction for ELLs in content area courses.

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

    12. Unfortunately, some programs have been cut that are beneficial to ELLs. There has been a discontinuation of the use of the Rossetta Stone program pending a repurchasing. When the previous ESL teacher left the school, the codes to the program were lost; therefore, none of the students can access the program.

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

    13. ELL Supplemental Support: ALL ELL students have access to the same supplemental programs offered to general education students. They are encouraged to take credit recovery classes after-school and attend after-school tutoring given by each department in addition to the our web-based foundational classes in all content areas. ACE offers tutoring 2 days a week during school for one period, 4 days of tutoring for 43 minutes after school and 6 Saturdays of Regents Prep. Tutoring and test prep is conducted by content area teachers and the ESL teacher. There are various extra curricular activities at ACE: literary magazines, track, drama club, tennis, soccer, school newspaper, fitness, and music, to name a few.

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

    14. In addition, ELL students who have demostrated the need for additional support are offered after-school tutoring, where a content area-teacher will be supported with a fully licensed ESL teacher using a push-in model. The extra-time, help and support these youngsters in meeting the English Language Arts standards and Common Core standards. Other newcomers who are evaluated by the LAB-R and are found to be entitled to services are also placed according to their needs evident in the results.

    Tutoring in school and afterschool will focus on regents preparation. All ELLs who failed the class, regents or were absent from the exam are to participate in the after-school program.

    Students have access to lap tops and Castle Learning. Students in need of interventions use APEX, a computer program that allows students to do credit recovery as well as enrichment.

    ELLs receive material in English in all content areas with the assistance of bilingual glossaries and dictionaries. We are making an

effort to get textbooks and other materials in our students' native language.

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

    15. In our model, ELL students receive material in English, but use bilingual glossaries and dictionaries. We are making every effort to improve our students native language support. We hope to provide them with text books in their native language in the future.

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

    16. All support services are given by licensed content area teachers and our ESL teacher. All materials used are standards based and content related. Therefore, the material is all age and grade level appropriate. The students use the same textbooks and materials in their content classes as general education students, but they receive supplimental materials from the ESL and content teachers to ensure understanding. Additionally, they use resources such as bilingual dictionaries and translators to assist in their understanding.

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.

    17. Our school holds a student and parent orientation for all new students during the summer. We explain to ELLs and their parents the programs that are offered. They are able to meet and greet their teachers and take a tour of the building, and answer any questions that ELLs and parents may have about our program and the services their child will receive.

18. What language electives are offered to ELLs?

    18. Spanish and French are the two language electives currently being offered at ACE.

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. Professional development is provided by school staff, school consultants, and other support organizations during common planning time weekly during grade team meetings, and weekly PD meetings. Off-site professional development opportunities are also offered to teachers when applicable. Our school is structured into instructional teams and all teachers have common planning as their circular six assignments. The ELL teacher will meet with general education teachers to infuse strategies that will support ELL students into daily instruction for each class.

Ms. Brand has and will continue to perform PDs for content area teachers, guidance counselors, parent coordinator, in house, once a month for 45 minutes. We hope to have outside consultants come in or send our staff to outside sites for continued professional development to better serve our ELLs.

2. We will provide professional development to 9th grade content area teachers specifically so that they can best support ELLs transitioning from junior high school to high school.

3. Ms. Brand performs the minimum of 7.5 pds required by the CR-Part 154. Ms. Brand has shared with content area teachers finding about students. Student work was examined. Teachers were trained and will continue to be trained on strategies to use for all various levels of ELLs. Ms. Brand, the ESL teacher and coordinator maintains records of all meetings.

All School Staff: Most of the ELL professional development we have is done on-site by members of our school community. We have weekly common planning and professional development meetings in addition to a monthly department and faculty meeting. Meetings focus on instructional issues or teachers conference on the progress of individual students. Additionally, content area teachers articulate and collaborate with ESL teachers to facilitate English language academic vocabulary and content area learning. The ESL teacher works on curriculum development and professional development with and for the other subject teachers in our school. As mandated under CR Part 154, our ELLs receive ESL instruction according to their English language proficiency level and content area instruction from a content-licensed teacher using ESL methodology. Because nearly all of our professional development is focused on differentiating instruction, the workshops are constantly assisting teachers in creating curriculum and strategies to meet these needs of all individuals students and sub-groups, especially our ELL students. Paraprofessionals also participate in these meetings. Mid-Year we add up all of the hours of PD and ensure that we have 10 or more hours by the end of the year. We have a lot of professional development for staff on using ARIS to identify ELL students in their course, how to use ARIS to group students based on their needs, and how to seek-out Ms. Brand, our ELL coordinator, to assist in meeting the varied needs of the ELLs. Ms. Brand will often push-in to a content area class to work with ELLs. This allows Ms. Brand to model for the content area teacher strategies that can be used in the content area classroom to support ELLs. In addition, we provide training for content-area teachers on the testing modifications ELL students are permitted and how to assist ELLs in using translation glossaries in their courses.

Assistant Principal: Our school has 1 instructional assistant principal, Ms. Sybil Girard, who is also the supervisor of the ELL program. She attends the ELL profesional development workshops that are offered by the Children's First Network. In addition to the ELL Compliance/Performance Specialist from the Children First Network, they also provide hands-on instruction on-site for Ms. Brand, our ELL coordinator, and other staff. ELL workshops are then turnkeyed to all staff during our school workshops.

Required 7.5 + Hours of Training for Non-ESL Staff: Our ELL Coordinator, Ms. Brand, keeps track of all professional development pertaining to ELLs that we give and keeps all attendance, agendas, and hours in a folder.

ESL Staff: ESL teachers meet regularly and participate in city-wide and regional professional development. In house professional development focuses on the development of students' reading and writing skills, diversifying instruction and assessment, meeting the needs of ELLs, and looking at student writing. Additionally, academic language development is planned for schools with special consideration to scaffolding strategies, use and incorporation of visuals and providing classroom teachers with strategies for success. The workshop model is used in all classes. The ESL teacher participates in peer inter-visitation with content area teachers and lesson studies where the focus is developing academic rigor in a thinking environment while supporting the needs of all learners.

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. We continue to reach out to our parents to expand participationin in our parent association and expand participation to our S.L.T. and parent association workshops. The parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. Our school is planning a series of workshops regarding a variety of topics that would be of interest to ELL parents such as, citizenship, the rights of ELL parents and students, understanding ELL educational goals, parent resources on ARIS and academic interventions ELL parents can provide at home.

At the parent teacher meetings we have parent volunteers available as well as staff to help in translation. The staff mentioned earlier are present. We translate memos about events and student progress. We use the translation unit to help translate memos as well as in house staff.

We will be working with the PTA President to have our parents of ELLs attend the monthly PTA meetings at our school. In addition we will have an orientation meeting for the incoming ELLs and their parents before school starts every year to make sure both are prepared for transitioning into high school life. In October we distribute a parent survey to parents asking for information about issues, concerns, and interests they have for workshops. We use this information to inform what topics we have for parents during our evenning classes.

In addition, in February we have a special meeting for parents of ELLs with a guidance counselor to discuss credit accumulation and graduation requirements. This workshop is repeated in September for returning ELLs so parents can see the progress students have made.

2. Our school provides information about services at outside facilities for ELL parents. Our school has established partnership with C.B.O.s such as CAMBA and the Teen RAPP program. We encourage the parents to take advantage of these resources.

3. We evaluate the needs of parents by conducting surveys as well as conducting information discussions at P.T.A. meetings and making phone calls. We send out a written survey in the parent/guardians native language that informs us of what we are doing well and what we need to imporve upon. This survey is given at the Parent Association meetings as well as sent through the mail.

4. Our parental involvement activities are directly based on feedback from parents. We listen to what our ELL community wants and needs and strive to provide them with these services. The Parent Association is involved in bake sales and ELL parents are encouraged to join in all school activites. We inform parents through memorandums translated into the native languages of students. (This is based on the language that parents stated they wanted correspondence in.)

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eugene Mazzola	Principal		1/1/01
Sybil Girard	Assistant Principal		1/1/01
Regena Barber	Parent Coordinator		1/1/01
Jennifer Brand	ESL Teacher		1/1/01
	Parent		1/1/01

Steve Krzyzanowski/Global	Teacher/Subject Area		1/1/01
Judith King/Biology	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Osama Mostafa	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Jennifer Brand	Other ESL Coordinator		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K637 **School Name:** Academy Conservation & Environment

Cluster: 4 **Network:** CFN404

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.

When a new ELL is entered into our school we complete the home language survey. Additionally we use staff members and the DOE translation program to speak with the parent. All the written information sent home is translated through the DOE translation program and our school website can be translated into any language.

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 in regards to the school's written translation and oral interpretation needs is that there are two primary languages spoken by ELL students at ACE: Haitian Creole and Spanish. Most of the students need interpretations on their progress reports and report cards for parent understanding. The findings were reported to the school community through an email and our data system, Daedlaus.

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.

Through Daedlaus, our data system, our school website and translation staff, materials are made readily available in native languages. Since we are a small school with a small population of ELLs, we are able to do most of the translations by staff members or by using the DOE services.

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.

Through Daedlaus, our data system, our school website and translation staff, materials are made readily available in native languages. Since we are a small school with a small population of ELLs, we are able to do most of the translations by staff members or by using the DOE services.

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

In addition to having a meeting with all ELL parents in the beginning of the year, we will make sure that every parentt receives a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Furthermore, we will post a sign at or near the primary entrance in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.