

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

32K403

School Name:

ACADEMY FOR ENVIRONMENTAL LEADERSHIP

Principal:

CHANTANDREA BLISSETT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Academy for Environmental Leadership School Number (DBN): 32K403
Grades Served: 9-12
School Address: 400 Irving Avenue, Brooklyn, New York 11237
Phone Number: (718) 381-7100, extension 5118 Fax: (718) 381-0223
School Contact Person: Nilda Gomez-Katz Email Address: Nkatz@schools.nyc.gov
Principal: ChántAndréa Blissett
UFT Chapter Leader: Jeanette Acevedo
Parents' Association President: Minelly Vasquez
SLT Chairperson: Eric Newville
Title I Parent Representative (or Parent Advisory Council Chairperson): Natifa Dawson
Student Representative(s): Diana Cortes
Marie Paulino

District Information

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

Borough Field Support Center (BFSC)

Brooklyn North Field Services Support
BFSC: Center Director: Comfort Itoka
Director's Office Address: 131 Livingston Street, Room 507, Brooklyn, New York 11201
Director's Email Address: Cltoka2@schools.nyc.gov
Phone Number: (718) 935-5782 Fax: (718) 935-4456

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
ChántAndréa Blissett	*Principal or Designee	
Jeanette Acevedo	*UFT Chapter Leader or Designee	
Minelly Vasquez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Natifa Dawson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Diana Cortes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marie Paulino	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Mayra Bedit	Member/Treasurer	
Marilu Aguilar	Member/ PTA Designated Co-President	
Cecilia Montero	Member/ PTA Secretary	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. The Academy for Environmental Leadership is a small, innovative learning community with a highly collaborative approach to teaching and learning. In alignment with this approach to teaching and learning is the AEL Vision which seeks to ensure a better tomorrow by empowering students to become responsible leaders and caretakers of the Earth, including one another. As part of that vision, we strive to make students part of a global response to preserving and sustaining our environment and all of humankind. Consequently, our curriculum is grounded in the sciences, math and the humanities. Students are provided with opportunities to see the relevance of their education within their own lives as members of the global community. Every student is held to the highest standards and has consistent opportunities for intellectual engagement. Our instructional focus promotes reading and writing across all content areas as we expect all students to be college and career ready upon graduation. We welcome active parental involvement, which is essential to the success of our school.

2. For the 2010-2011, 2011-2012, 2012-2013 and the 2013-2014 school years, the Academy for Environmental Leadership earned an A rating, which makes us a four A school. This accomplishment is no small feat and would not be a reality if it were not for the teams structures that work together, using the systems that we have in place to address the learning, social, emotional and environmental needs of the AEL community.

Given this track record of being an A school, we have the unique challenge of making sure that integrity of our collaborative team structure is never sacrificed or compromised by new initiatives. For example, due to the decisions that were made at the end of the 2013-2014 school year when we had our teachers vote on the school-based option (SBO), our schedule changed drastically, pushing our 5th period (middle of the day) Common Planning time to the end of the day. Throughout 2014-2015, we never regained the consistency of conducting these weekly meetings as the times that we slotted to have our department and cohort (inquiry) teams meet were in direct competition with Professional Development and Other Professional Work Periods. As a result, the outcome of this year's SBO vote was to restore our midday Common Planning period.

3. An area where AEL made the most growth during the 2014-2015 school year in the area of instruction. One of this year's CEP goals was as follows: ***By June 2015, 80% of teachers will demonstrate proficiency in incorporating multiple entry point strategies as measured by an overall effective rating on the Danielson Framework for Teaching rubric.*** To date, according to our teachers' ratings on Advance, 89%/ of our teachers are Effective or Highly Effective in *Danielson's Framework for Teaching* component area 1a and 80% of our teachers earned an overall rating of Effective or Highly Effective in *Danielson's Framework for Teaching* component area 3d." Based on this data, we have exceeded this goal. In addition, as per last year's Peer Quality Review (PQR) and the 2014-2015 School Quality Review (SQR), 75% of our teachers are Effective or Highly Effective in development student self/peer assessments and 75% of our teachers are Effective or Highly Effective at crafting tasks designed to increase complexity and rigor in instruction (which speaks to *Danielson's Framework for Teaching* component area 1e).

As per this year's School Quality Review and Principal's Performance Objective (PPO) visit: our key areas of focus are as follows: ensuring engaging rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards (1.1), developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products (1.2), and aligning assessments to curricula, using on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels (2.2).

32K403 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	349	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	1	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	3
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.8%	% Attendance Rate			81.5%
% Free Lunch	68.5%	% Reduced Lunch			1.4%
% Limited English Proficient	38.9%	% Students with Disabilities			24.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			17.3%
% Hispanic or Latino	79.3%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	1.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			32.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)			4.79
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	63.3%	Mathematics Performance at levels 3 & 4			41.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.5%	% of 2nd year students who earned 10+ credits			69.1%
% of 3rd year students who earned 10+ credits	63.9%	4 Year Graduation Rate			62.2%
6 Year Graduation Rate	70.5%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Based on the feedback that we received throughout the year when we surveyed our teachers, as well as the data we gathered from classroom observations, affording our teachers as many opportunities as possible to collaborate with one another in order to plan rigorous instruction as well as develop in depth curriculum maps and unit plans is essential. Therefore, we have structured next year’s schedule to incorporate strategies common planning times in order for teachers to meet in their inquiry teams (which will take the form of Department and Cohort/grade teams).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, in at least 85% of observed lesson, teachers will be rated as Effective or Highly Effective in *Danielson’s Framework for Teaching* component area 3D by incorporating best instructional practices to give students intellectual ownership over their own learning and how they are being assessed, which will be taught to pedagogical staff through professional learning, in order to improve teacher instruction and student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Frequent cycles of observations with actionable feedback.</p>	<p>Instructional staff</p>	<p>September 2015-May 2016</p>	<p>The administrative team</p>

Professional learning by teachers and administrators.	Instructional staff	September 2015-May 2016	The Staff Development Committee (SDC), including select teachers and the administrative team.
In-class coaching for new and struggling teachers by our Peer Collaborative Teacher/school based mentors.	Instructional staff	September 2015-June 2016	Mentors, Peer Collaborative Teacher and the Administrative team.
In-class coaching for new and struggling teachers by our Peer Collaborative Teacher/school based mentors.	New and developing teachers.	September 2015-June 2016	Mentors, Peer Collaborative Teacher and the Administrative team.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals, School-based Mentors, Peer Collaborative Teacher, Teacher-Leaders and our Borough Field Office Support.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
(a)Administration will begin conducting informal observations by mid-September/early October 2015 and formal observations by November 2015; (b) Beginning in September 2015, mentors/peer collaborative teacher/teacher-leaders will conduct weekly PL workshops featuring best practices for the entire instructional staff; and (c) By February 2016, in-house teacher surveys will be analyzed to inform the SDC on the development of the PL plan for the remainder of the school year. Feedback from these surveys will be our mid-point benchmark that will indicate to us whether we are meeting Goal #1 as a school. Administrators will frequently visit and provide feedback to teacher team meetings.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Only 79% of observations included Effective or Highly Effective ratings for *Danielson’s Framework for Teaching* component 3B, which focuses on questioning and discussion techniques.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, in at least 85% of observed lesson, teachers will be rated as Effective or Highly Effective in *Danielson’s Framework for Teaching* Component 3D by incorporating best instructional practices to give students intellectual ownership over their own learning and how they are being assessed, which will be taught to pedagogical staff through professional learning, in order to improve teacher instruction and student achievement.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
Frequent cycles of observations with actionable feedback.	Instructional staff	September 2015-May 2016	The administrative team.
Professional learning by teachers and administrators.	Instructional staff	September 2015-May 2016	The Staff Development Committee, including select

			teachers and the administrative team.
In-class coaching for new and struggling teachers by our peer collaborative teacher/school based mentors.	New and developing teachers.	September 2015-May 2016	Mentors, Peer Collaborative and the Administrative team.
Teachers will share best practices for using questioning and discussion techniques through inquiry teams, including cohort and department teams.	Instructional staff	September 2015-May 2016	Teachers and the Administrative team.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals, School-based Mentors, Peer Collaborative Teacher, Teacher-Leaders and our Borough Field Office Support.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
(a)Administration will begin conducting informal observations by mid-September/early October 2015 and formal observations by November 2015; (b) Beginning in September 2015, mentors/peer collaborative teacher/teacher-leaders will conduct weekly PL workshops featuring best practices for the entire instructional staff; and (c) By February 2016, in-house teacher surveys will be analyzed to inform the SDC on the development of the PL plan for the remainder of the school year. Feedback from these surveys will be our mid-point benchmark that will indicate to us whether we are meeting Goal #1 as a school. Administrators will frequently visit and provide feedback to teacher team meetings.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

AEL received a rating of well-developed in 3.4 (School Culture) and 4.2 (Systems for Improvement) on the 2014-2015 School Quality Review. In order to ensure a continued growth and development in these areas, throughout 2015-2016, teachers will meet on a weekly basis in team structures, i.e. Cohort (Inquiry) teams and Department teams meetings to collaborate on the Advisory curriculum, collaborate on curriculum design and share best practices.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, in an effort to improve attendance by 5%, each week (during the Parent Engagement period) advisors, Guidance Counselors, administrators and the Parent Coordinator will reach out to parents via telephone conferencing, email, regular mail and/or face-to-face meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Advisors, the Guidance Counselors, administrators and the Parent Coordinator will document all weekly parent outreach onto Pupil Path/Skedula</p>	<p>Students and Parents</p>	<p>September 2015-June 2016</p>	<p>Instructional staff, Guidance Counselors, the</p>

where all stakeholders in the community can access this information.			administrative team, and the Parent Coordinator.
The Parent Coordinator and Community Assistant will keep parents informed of AEL's attendance outreach measure during the monthly PTA meetings.	Students and parents	September 2015-June 2016	Parent Coordinator, Community Assistant, PTA Leaders, the Administrative team.
During monthly School Leadership Team meetings, administration will inform the committee of these attendance outreach measures in an effort to discuss strategies that will yield greater outcomes.	The Administrative team, UFT Chapter Chair, student representatives and PTA leaders.	September 2015-June 2016	The SLT Chair and the Principal.
The Attendance Committee will meet every Thursday to identify students with attendance issues and to discuss and review intervention steps designed to help improve the students' attendance. Next year, much of this work will be shared and built upon via the Community Schools grant.	Students with long term absences (LTAs).	September 2015-June 2016	The Guidance Counselors, the Pupil Accounting Secretary, and the Parent Coordinator, key personnel from the Community Schools grant.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals, the Community Schools Partnership Program, the Parent Coordinator and Community Assistant, Teachers, Guidance Counselors, Pupil Accounting Secretary and School Aides.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
(a) Through weekly teacher-team meetings and check-in sessions with the Parent Coordinator and the Attendance Committee and monthly Guidance/Administration meetings, as well as monthly PTA and SLT meetings, we will be able to closely monitor our overall progress in attendance and make the necessary adjustments accordingly; (b) Students will meet every Wednesday in Advisory with their advisors where strategies on how to become a master student and goal-setting will be pivotal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

	who are level 1 and 2 in mathematics are targets for academic intervention services.	ELL students are given instruction and resources in their native language as well as English. Self-contained classes are team-taught by a special education teacher who is dually certified in that content area or have a content area teacher who is supported by a special education teacher or paraprofessional.		
Science	Students who are designated as English Language Learners with very low to basic English acquisition skills, students with disabilities (SWDs) as well as students in general education who are level 1 and 2 in ELA are targets for academic intervention services.	Self-contained classes are team-taught by a special education teacher who is dually certified in that content area or have a content area teacher who is supported by a special education teacher or paraprofessional. ELL students are given instruction and resources in their native language as well as English.	Students are taught in small homogenous groups, and given additional class time with their classroom teacher to obtain skills from prior grade levels.	Students are given extra instruction during the school day.
Social Studies	Students who are designated as English Language Learners with very low to basic English acquisition skills, students with disabilities (SWDs) as well as students in general education who are level 1 and 2 in ELA are targets for academic intervention services.	Self-contained classes are team-taught by a special education teacher who is dually certified in that content area or have a content area teacher who is supported by a special education teacher or paraprofessional. ELL students are given instruction and resources in their	Students are taught in small homogenous groups, and given additional class time with their classroom teacher to obtain skills from prior grade levels.	Students are given extra instruction during the school day.

		native language as well as English.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students with IEPs that mandate they receive group or individual counseling services from their Guidance Counselor.</p> <p>Other students in need of counseling interventions are identified and then referred to their Guidance Counselor and from there the school Social Worker if further counseling measures are needed.</p> <p>Healing Arts Initiative, Make the Road NY and the Community Schools Grant partnership program will provide social workers to work with our students.</p>	Meet for counseling as per students' IEPs and as per recommendations of counselors and/or other staff.	Meet for counseling as per students' IEPs and as per recommendations of counselors and/or other staff.	Meet for counseling as per students' IEPs and as per recommendations of counselors and/or other staff.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>} Attendance at high school hiring fairs and hiring halls.</p> <p>} Web based recruitment for job openings when applicable.</p> <p>} Emphasis on teacher collaboration, curriculum creation,</p> <p>} Additional training to teach Advanced Placement classes, team teaching, focusing on the six approaches to co-teaching in an ICT setting.</p> <p>} Opportunities for elective class creation.</p> <p>} Staff participation in school based decision making process, i.e. the Staff Development Committee (SDC) meets monthly as well as monthly COSEA meetings (COMMITTEE ON SPECIAL EDUCATION ACCOUNTABILITY TEAM) which consists of the Principal, the Assistant Principals, all four Special Education teachers, two General Education teachers and the School Based Support Team (SBST).</p> <p>} Monthly common planning time for departments</p> <p>} Outside Professional Development opportunities that teachers can attend with the approval of administration.</p> <p>} 100% of the staff will participate in a professional development workshop series that is conducted by their peers (including our Peer Collaborative Teacher and school-based mentors, effective and highly effective teachers in certain teaching component areas, our ENL/Special Education certified teachers, administration and guest presenters) designed to build awareness and understanding of best classroom practices and instruction that is aligned to the Common Core and models "Effective" and "Highly Effective" teaching as measured by the "Danielson Framework for Teaching Components."</p>

-  With 100% of the staff, the Principal/APs will use that Danielson rubric to facilitate individual and group conversations around classroom practice.
-  The Principal and Assistant Principals will conduct 4 observation conversations for each teacher using the “Danielson Rubric: Adapted to New York Department of Education Framework for Teaching Components” to provide feedback.
-  100% of the staff will participate in weekly professional development workshops during our 80-minute Professional Learning periods on Mondays from 2:35-3:55 PM.
-  Our staff has already received training on how to analyze student work using specific tuning protocols and will continue to receive regular training over the course of the year on this process during our in-house professional learning workshop series. We will discuss the expectations of the Common Core and compare where students’ work is now as compared to where it will be expected to be. We will then provide professional.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

At the start of the school year, AEL's MOSL Committee met to finalize the MOSL committee's state and local assessments for 2014-2015. The MOSL Committee consists of the department heads from each department (ELA, Math, Social Studies, Science, Art and the UFT Chapter Leader). The MOSL Committee chose to tie the school-wide results on the ELA State and Local assessment to all of our non-Regents classes across all four major subject areas, and for each the Regents classes in each of the four major subject areas, the MOSL committee selected to tie the department's individual results to the department's State assessment results on the Regents in Math, Science, ELA and Social Studies. In addition, for the second year in a row the MOSL Committee chose the growth model for AEL's local and state 2014-2015 CEP 23 measurement. After these decisions were made, the rest of the teaching staff was informed.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	305,098.00	X	9; 11; 14
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	13,172.00	N/A	N/A
Title III, Immigrant	Federal	0	N/A	9; 11; 14
Tax Levy (FSF)	Local	2,633,141.00	X	9; 11; 14; 16; 18

¹Explanation/Background:

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

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

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

- 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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is

designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>117</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Supplemental Instruction -

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

New York State English Comprehensive Regents exams. Students will log on to websites like www.regentsprep.org and www.edusolutions.org. So every student will be working on a laptop computer to complete the majority of their tasks and activities with the aide of the ESL/English teacher who will be there to provide direct instruction.

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

Part D: Parental Engagement Activities

March 26, 2015, 6:00 - 8:00 PM.

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

Part E: Budget

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

Allocation Amount: \$0

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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 ENL teacher, and one parent.

Principal ChántAndréa Blissett	Assistant Principal Nilda Gomez-Katz
Coach Wladimir Pierre	Coach Margaret Desir
ENL (English as a New Language)/Bilingual Teacher Erika Lorenzo	School Counselor CarmenSofia Gomez
Teacher/Subject Area Jeremy Klughaupt/ENL	Parent Minelly Vasquez
Teacher/Subject Area Morgan McGuire/ENL	Parent Coordinator Delmira Henry
Related-Service Provider Jennifer Molloy, Counselor	Borough Field Support Center Staff Member
Superintendent Karen Watts	Other (Name and Title) Elaine Baptiste, Secretary

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	327	Total number of ELLs	111	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	111	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	18
SIFE	28	Developing ELLs (ELLs receiving service 4-6 years)	42	Long-Term (ELLs receiving service 7 or more years)	24

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0			0			0
DL	0			0			0			0
ENL	45	20	2	42	8	3	24	0	13	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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

**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																
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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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										36	35	23	17	0
Chinese											1			0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
This year, AEL used the New York State ELA baseline assessment to assess students' literacy and writing skills. At the time of this report, the results are still pending. However, this information will be cross-referenced with NYSESLAT scores for programming purposes and to guide instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Based on the response of the latest NYSESLAT and NYSITELL data, students are progressing on average about one level each year on the NYSESLAT. Many students arrive unable to speak any English and can not answer any questions on the NYSITELL. Thus the growth they make on the NYSESLAT shows improvement from the point of arrival. Data shows that are recent arrivals progress faster than our long term ELLs. This is because as students become more Advanced in English it becomes more difficult to pass to the Proficient level on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses the AMAO tool to plan our instruction for our students, particularly for ELL who have not been progressing in their English Language Acquisition.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Our English Language Learners generally progress by close to an average of one level per year. Our ELL students struggle in history and ELA exams, which we believe is due to their low literacy levels in both English and their native languages.
 - Our school's administration and teachers regularly review NYSESLAT, NYSITELL and other periodic assessment data through our Department and Cohort Inquiry teams.
 - We have learned that our English Language Learners do not make as much progress when they are consistently in the same classes as

other students who share a native language with these students. We use supports in the home language, online translation tools and glossaries. We are working on getting our students more access to instruction in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Not Applicable.

6. How do you make sure that a student's new language development is considered in instructional decisions?
We use Skedula to share students' NYSESLAT and NYSITELL results, and to allow teachers to easily see students' data. Based on the Part 154 requirements, we ensure that all of our students are programmed into proper ELL classes. We also provide after school tutoring for students who are struggling with English Language Acquisition - primarily entering and emerging English Language Learners.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Not Applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Reviewing NYSESLAT data; Regents data; NYC Performance assessments tests; students' semester grades; supervisor observations; department/cohort inquiry teams on a weekly basis review data/progress.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
Upon entering the New York City public school system all parents/guardians are required to complete a Home Language Identification Survey (HLIS). Students and parents register in the main office with our pupil accounting secretary. It is at this time that the informal oral interview is conducted. The student is asked to provide his/her name, address, date of birth and grade level in English. If the student cannot provide this information in English, his/her Guidance Counselor and our ESL Coordinator is made aware so that the next steps can be taken with assessing the student's ELL level. Next, the HLIS survey is administered and overseen by our school's ESL coordinator and the pupil accounting secretary in the families' native language. Our ELL coordinator, who is a licenced ESL teacher, reviews each student's HLIS, and determines NYSITELL eligibility. The ESL coordinator speaks Spanish, the majority native language spoken in our school. If we receive a family who speaks a language other than Spanish, our school requests a translator to be sent to our building to assist in the administration of the HLIS. All eligible students are then administered the NYSITELL within ten days after enrollment. The NYSITELL is administered by a licenced ESL teacher. The results of the NYSITELL exam determine our school's ELL student body. Students who are classified as proficient (as per the NYSITELL) are not eligible to receive ELL services. Students who receive ELL services are evaluated annually through the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency level and continued eligibility. Based on the score each student receives on the listening, speaking, reading and writing portions of the test, the students are then assigned an overall score ranging from beginning to proficient. Students are programmed according to the ENL Part 154 Regulations.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
After the NYSITELL has been scored, teachers assess their students to see if students are literate in their native language. Along with surveying the student and family about the student's previous formal education, a determination is made if the student is to be classified as SIFE.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
We begin by checking SESIS to see students' special education status. Our guidance counselor, ENL teachers, parent coordinator and pupil accounting secretary also ask the students and their families if they have an IEP, special education status or struggles with school that could imply that they have an undiagnosed learning disability. Upon discovering an IEP, the student is immediately given the accommodations described therein.
- Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL is scanned and scored, the ENL teacher(s) and pupil accounting secretary provide the letters to the parent coordinator, who then mails the letters.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Families are informed of their rights to appeal when they are first diagnosed as being of LEP.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are informed of their options via a video that is shown in their preferred home language upon first entering the school to register their child. The Language Proficiency Team ensures that the families understand these rights.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our parent coordinator takes the lead in following up with parents, along with the ENL teachers and pupil accounting secretary. Our secretary collects and enters the information on the form into ATS.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our parent coordinator takes the lead in following up with parents, along with the ENL teachers and pupil accounting secretary. Our community assistant assists with parents who struggle to return the forms in a timely manner.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our Language Proficiency Team tracks the progress of sending out the parent notification letters, and monitoring that all parents return them.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our school files these documents in the main office. ENL teachers maintain their own copies.

11. 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.

The Testing Team and ENL teachers inform the students of the times and dates of the exams well in advance, which are printed and distributed to students, mailed home to families and that the parent coordinator calls all ELL students to inform them of when the exam occurs. The teachers determine the proctoring schedule and most expedient logistics to conduct the tests. When students are absent, the ENL teachers and Parent Coordinator arrange make-up sessions with those students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our Language Proficiency Team tracks the progress of sending out these letters.

13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).

Our program models are aligned with parents' requests. We have found that, year after year, our parents overwhelmingly request ENL instruction, which we believe is due in large part to our strong ENL teachers.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Entering and Emerging students are grouped together into standalone ENL classes. All other ENL instruction occurs through integrated ENL, which is either team-taught by an ENL teacher and a content-area teacher, who taught by a dual-certified teacher. These classes are heterogenous. Our integrated teaching contains a mix of proficiency levels. Our 9th and 10th grade ENL classes are graded, while our 11th and 12th grade classes are not.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our school is fully aligned with the Part 154 Programming requirements. The guidance counselors verify that each student is in classes that match their ENL status, by reviewing data from ATS and STARS.
3. Describe how core content is delivered in each program model. 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.
For our students in ENL classes, content area classes include differentiation for students who have LEP. These teachers have a range of scaffolding and strategies to provide support to English language learners.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students are allowed to use translated copies of exams and other summative assessments in their content area classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ENL teachers provide a number of formative assessments to students in all four modalities, in addition to administering the NYSESLAT annually.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Our SIFE students are given extra tutoring and remediation in basic literacy skills upon entering the school, which they retain throughout their time in our school, unless they show that they are approaching average gradwide proficiency in English and in content area classes.
 - b. Newcomer ELL students are given at least three classes of ENL instruction. Using Title III money, they receive additional support in English via after school tutoring. They are also encouraged to attend academic remediation and tutoring during the school day.
 - c. Developing students receive many of the supports that newcomer students do, but are weaned off of some of the supports in their home language and are given more exposure to other students and staff who do not speak their home language.
 - d. Long Term ELL students are given extra remediation and support. Additionally, they may be evaluated to see if they require special education services.
 - e. Former ELL students are given at least 90 minutes of addition integrated ENL classes and testing accomodations that are allowed for English Language Learners.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
These students are brought through the identification process, are readministered the NYSITELL examination as appropriate, and may or may not be categorized as ELL or non-ELL students, as per the Part 154 regulations.
8. 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?
Our teachers use additional scaffolding, supports in native language, translated materials, heterogenous groupings and providing additional time and tutoring to these students. They monitor students' goals and accomodations on SESIS, for SWD.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students that are ELL-SWD are programmed for both classes. We have hired a teacher who is dual-certified in ESOL and Special Education in order to serve these students' needs more directly. Our guidance counselors ensure that these students are properly programmed in the least restrictive environment, as per their IEP.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

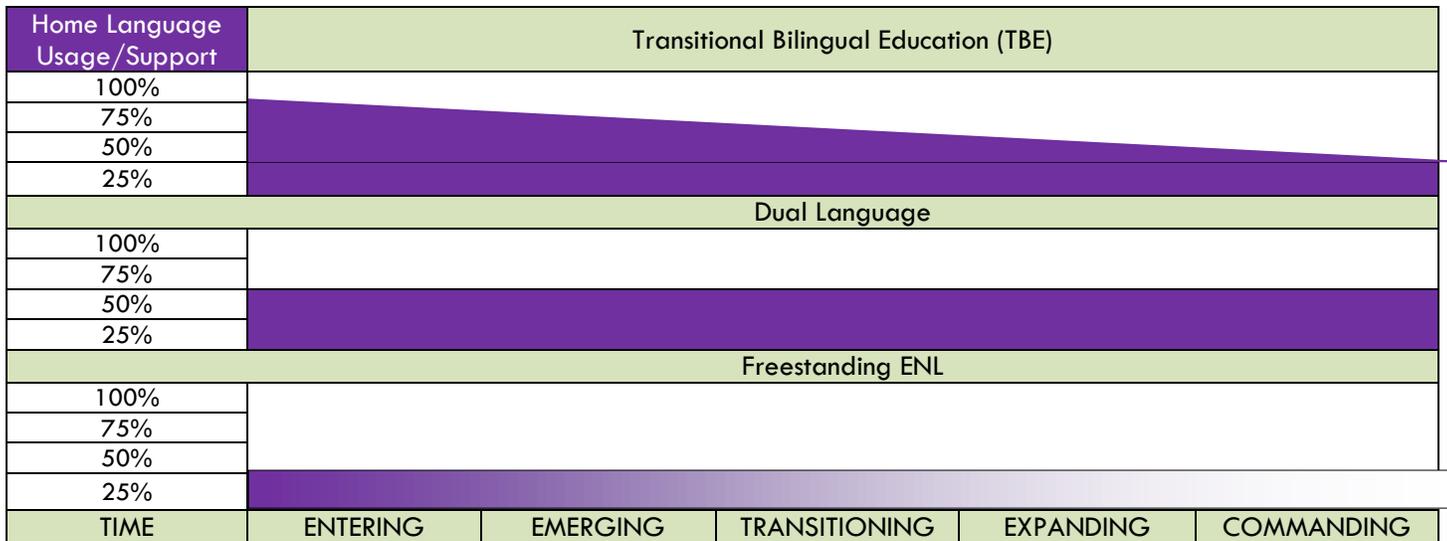


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Our ENL teachers push-in to a variety of content area classes. Our school provides professional development directly related to language proficiency and support students literacy skills. Teachers conduct intervisitations, co-plan, share instructional plans and data via Google Docs, meet in teams to share best practices and review student data in order to better serve our students. We provide tutoring after school and during school, as well as summer programs for English Language Learners.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ENL program is effective at helping our students improve their English Language Proficiency. Our school has a long history of high-performing English Language Learners due to their high levels of dedication and collaboration with other teachers. Our ELL students are swiftly approaching commanding levels of English proficiency.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering bringing in more CBO partners to work with our ELL students and families after school to help them improve their English proficiency. We have also hired a new teacher who is dually-certified in ESOL and Special Education.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are eligible to participate in all school programs. ENL teachers push-in to classes to ensure that students are able to be involved in all classes. Tutoring and other programs take place during and after school for ELL students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We use ThinkCerca to provide support for our ELL students. Students use online dictionaries/glossaries, iPads and computers to help them work on their English Language Proficiency.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We ensure that students who are entering and emerging receive consecutive periods of ENL support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our guidance counselors review data from ATS and SESIS to ensure that all students are receiving required services and supports.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our new ELL students participate in Summer Bridge, where they and their families come to the school to meet key staff and begin to work on learning English. New students throughout the year work with the Language Proficiency Team to become acclimated to the school and enroll in ENL activities.
19. What language electives are offered to ELLs?
ELL students are able to take LOTE (French), and English electives during school and after school through our CBO partners Healing Arts Initiative and Brooklyn College Community Partnership
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our teacher-led Staff Development Committee ensures that all school staff receive training in teaching ELLs. Throughout the year, we regularly weave in differentiation strategies for ELL, rules about regulations and testing of ELL students and ways to assist students in increasing their English proficiency.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All staff attend teacher-led and directed professional development in the school throughout the year. Additionally, our ENL teachers are sent to relevant professional development that is provided by the Department of Education's Office of English as a New Language.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our staff provides support during Summer Bridge to students and their families as they increase their English language proficiency. Our school has brought in an outside expert to help staff understand the needs of English Language Learners and how they can improve their instruction to best meet these students' needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our Staff Development Committee ensures that much more than 15% of total professional learning hours are focused on teaching ENL. Our ENL and bilingually certified teachers also obtain additional professional development outside of the school. The principal's secretary saves all agendas and attendance forms.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Our school schedules regular meetings with the parents of ELL students to discuss student growth. Our ENL teachers are bilingual, and are able to conduct the meetings in Spanish, which is predominantly the language of our ELL families.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Our ENL teachers maintain records of these meetings and letters, as well as outreach to families via Skedula/PupilPath.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our ELL parents are highly involved in our school's PTA. Our PTA meetings always include a Spanish translator. We hold regular meetings for our parents of ELL students. Additionally, our CBO partner Make the Road NY provides programs especially for parental involvement, including ENL classes for parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes, RYSA and Make the Road NY.
5. How do you evaluate the needs of the parents?
We use parent surveys - specifically the DOE school environment survey. In addition, discussions conducted during PTA/SLT meetings. We also have an excellent Community Liaison who is sensitive to the needs of our parents. She helps to keep us informed as their needs change. Our Community Liaison is fluent in Spanish however she also contacts the DOE translation services department if she needs assistance.
6. How do your parental involvement activities address the needs of the parents?
We welcome the feedback that our parents provide at venues like the PTA, the SLT and during our Fall and Spring Open School Nights and Open School Afternoons. We pay particularly close attention to the feedback that we receive from parents on the Learning Environment Survey each year. As a result of this feedback, we bring this information back to our PTA/SLT committees and begin to discuss ways to implement the changes needed in order to accommodate the needs of our parents.

D. Additional Information

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

Paste response here:

School Name: **Academy for Environmental Lead**

School DBN: **32K403**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 32K403 **School Name: Academy for Environmental Leadershi**
Superintendent: Karen Watts

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

- Adult Information Report (RADL) to determine the language dominance of the parent
- Feedback from parents at parent/teacher association (PTA) meetings
- Feedback from parent coordinator & other school personnel
- Feedback from students
- Skedula (PupilPath) provides automatic translation of all documents that are emailed to families

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Arabic, Bengali, Cantonese Chinese, Mandarin Chinese, English, Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Report Cards - Six times a year, at the end of each marking period.
Progres Reports - Six time a year, at the middle of each marking period.
Regents Exam Schedules - in January and June.
Letters that the Department of Education requests to be backpacked home (on an as-needed basis).
School Calendar - In the beginning of the year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conferences occur as scheduled by the Department of Education.
Summer Bridge for new parents during the week of August 31 st .
Annual reviews, Triannual reviews and IEP Meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Paraprofessionals, school aides, parent coordinator, community associate, secretary, guidance counselors, school psychologist, social worker, other teachers and administration serve as oral translators. Some families bring friends or relatives to serve as translators. Our parent coordinator is a native Spanish speaker, and translates written documents. Documents are translated into Chinese and Arabic using online translation services, such as through Skedula/PupilPath. Parents are encouraged to contact the parent coordinator

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Paraprofessionals, school aides, parent coordinator, community associate, secretary, guidance counselors, school psychologist, social worker, other teachers and administration serve as oral

translators. Some families bring friends or relatives to serve as translators. Our parent coordinator is a native Spanish speaker, and translates written documents. If necessary, staff and families are encouraged to use over-the-phone translation services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

When parents enter the school, the Parent Coordinator and Pupil Accounting Secretary inform them of their rights to translators and how to obtain translation..

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

These documents are posted. All new parents are shown and/or given copies of these documents and information about how to receive translation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Parent Coordinator and administration will gather feedback from the PTA Executive Board, from students and families at SLT Meetings, families during PTA meetings and from informal conversations with families.