



**ACADEMY OF ENVIRONMENTAL SCIENCE  
SECONDARY SCHOOL**

**2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 04M635  
ADDRESS: 410 EAST 100 STREET NYC, NY 10029  
TELEPHONE: (212) 860-5854  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 04M645 SCHOOL NAME: Academy of Environmental Science  
Secondary School

DISTRICT: 04M SSO NAME/NETWORK #: New Visions PSO

SCHOOL ADDRESS: 410 East 100<sup>th</sup> Street NYC, NY 10029

SCHOOL TELEPHONE: (212) 860-5854 FAX : (212) 860-6008

SCHOOL CONTACT PERSON: Irma Garceau, Principal (IA) EMAIL ADDRESS: igarcea@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Maria Munoz</u>
PRINCIPAL	<u>Irma Garceau</u>
UFT CHAPTER LEADER	<u>Francis Handibode</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Edgar Almodovar</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>Natalie Nunez</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Elaine Gorman</u>

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Irma Garceau	*Principal or Designee	
Francis Handibode	*UFT Chapter Chairperson or Designee	
Edgar Almodovar	*PA/PTA President or Designated Co-President	
Maria Munoz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Collazo	DC 37 Representative, if applicable	
Natalie Nunez	Student Representative, if applicable	
Gilbert Rivera	Student Representative, if applicable	
Michael Humphreys	*UFT Chapter Chairperson or Designee	
Terrell Williams	*UFT Chapter Chairperson or Designee	
Yolanda Almodovar	*PA/PTA President or Designated Co-President	

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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**The Academy of Environmental Science Secondary School is working to create an environment where all of our students (general education, ELL, special education, and high-risk) can work to meet or exceed standards and expectations. The Academy of Environmental Science Secondary High School serves 546 middle school through high school students from grades 7-12. The school population is comprised of two distinct populations: 67% Hispanic and 33% African American. In addition, 8% of our students are classified as English language learners and 20% are special education students. The average attendance rate for the school year 2007-2008 was 87.8%. The school is in receipt of Title 1 funding with 68%eligibility.**

**The Academy of Environmental Science is currently phasing out it's the middle school. The installation of a computerized attendance system is used to record attendance and lateness. Closer monitoring is helping to improve attendance and punctuality. Students are beginning to enjoy the benefits of the newly completed modern science laboratories. Based on previous years achievement data the new interim acting principal has begun to focus the schools attention towards the goal of aligning instruction and classroom practice to student performance as a means of improving achievement.**

**The administration and faculty have begun to work collaboratively to adopt proactive practices to improve progress and address the needs of students who are most at risk. A strong focus of the school is to develop a strong pupil personnel services team to handle students and family's needs. At school, grade and classroom levels, new and traditionally available data is starting to be used to identify learning deficits and the behavioral and social needs of students. The administration has begun to emphasize and support the use of sharing student data and using data to inform instruction. An inquiry team is now positioned to begin the important task of systemically examining student performance data and then sharing that information with staff to guide decision making processes at the school level.**

**School leadership changed at the start of the year. With the hiring of a new Principal the school is looking to establish or reenergize partnerships with community organizations to provide much needed academic and extracurricular supports. A special thrust in the coming year will be promoting team building and community spirit among students and parents in the school who have been demoralized by low achievement and the subsequent phase out of the middle school.**

**The Academy of Environmental Science Secondary School is reexamining its curricular offerings and is looking to revamp its science selection of core and elective classes as a means of attracting students to the school. The environmental electives will be strengthened and the introduction of a botany class utilizing the school's 5<sup>th</sup> floor green house will be explored for next year.**

## Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>		<b>Academy of Environmental Science Secondary School</b>							
<b>District:</b>	<b>04</b>	<b>DBN #:</b>	<b>04M635</b>	<b>School BEDS Code #:</b>		<b>310400011635</b>			
<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<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 checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.		<input type="checkbox"/> Ungrad. Sec.	
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		91.4/ 84.8	90.6/ 81.9	89.5/ 84.5		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	<b>Student Mobility:</b> (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		94.7	93.9	94.7		
Grade 4	0	0	0						
Grade 5	0	0	0						
Grade 6	19	70	0	<b>Eligible for Free Lunch:</b> (% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	119	96	69		90.7	68.2	59.2		
Grade 8	128	123	81						
Grade 9	149	133	178						
Grade 10	112	100	147	<b>Students in Temporary Housing:</b> (Total Number as of June 30)	2006	2007	2008		
Grade 11	54	84	66		4	6	7		
Grade 12	29	41	65						
Ungraded Elementary	8	12	0						
Ungraded Secondary	33	55	0	<b>Recent Immigrants:</b> (Total Number as of October 31)	2006	2007	2008		
Total	633	714	606		6	10	2		
<b>Special Education Enrollment:</b>					<b>Suspensions:</b>				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	67	65	59						
No. in Collaborative Team Teaching (CTT) Classes	0	1	5	Principal Suspensions	33	29	3		
Number all others	46	57	37	Superintendent Suspensions	9	37	38		
<i>These students are included in the enrollment information above.</i>									

				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	42	40	45	<b>Number of Staff:</b>			
# ELLs with IEPs	3	5	10	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	44	48	42
				Number of Administrators and Other Professionals	9	13	16
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	TBD	1	5
	13	20	11				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0.9	Percent more than two years teaching in this school	61.4	62.5	76.2
Black or African American	32.2	32.6	31.9	Percent more than five years teaching anywhere	52.3	45.8	59.5
Hispanic or Latino	67.0	65.3	64.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	1.2	1.8	Percent Masters Degree or higher	73.0	73.0	76.6
White	0.4	0.4	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	97.3	100
Multi-racial	0	0	0.2				
Male	53.8	53.4	55.4				
Female	46.2	46.6	44.6				

<b>2008-09 TITLE I STATUS</b>				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>				
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/>	NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructured – Year ____	<input type="checkbox"/>	School Requiring Academic Progress (SRAP) Year ____	
Elementary/Middle Level			Secondary Level	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:	IGS		ELA:	IGS
	Math:	IGS		Math:	IGS
	Science:	IGS		Grad. Rate:	IGS

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√	X	X	√
<b>Ethnicity</b>						
American Indian or Alaska Native	√	√				
Black or African American	√	√		-	-	
Hispanic or Latino	√	√		√ <sup>SH</sup>	√	
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-		-	-	
Multiracial	-	-				
<b>Other Groups</b>						
Students with Disabilities	-	-		-	-	
Limited English Proficient	-	-		-	-	
Economically Disadvantaged	√	X				
<b>Student groups making AYP in each subject</b>	<b>4/4</b>	<b>4/4</b>	<b>1/1</b>	<b>1/3</b>	<b>1/3</b>	<b>1/1</b>

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

## CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	C	Overall Evaluation:	Undeveloped w/ Proficient Features
Overall Score	34.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Undeveloped w/ Proficient Features
School Environment (Comprises 15% of the Overall Score)	3.4	Quality Statement 2: Plan and Set Goals	Undeveloped w/ Proficient Features
School Performance (Comprises 30% of the Overall Score)	14.3	Quality Statement 3: Align Instructional Strategy to Goals	Undeveloped w/ Proficient Features
Student Progress (Comprises 55% of the Overall Score)	17.1	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0	Quality Statement 5: Monitor and Revise	Undeveloped w/ Proficient Features

*Note: Progress Report grades are not yet available for District 75 schools.*

#### **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

**As the newly assigned principal to the Academy of Environmental Science Secondar School (AESSSS), I have been engaged in reviewing and examining the previous years school data which shows student performance trends. What is demonstrated is that AESSS is an underperforming school where student achievement in all areas needs to improve. There is a big disconnect between course credit accumulation and Regents scores resulting in large numbers of students off track for graduation. The data below shows how AESSS students performed on the June 2008 Regents exams.**

COURSE	REGISTER	TESTED	% PASS at 55	% PASS at 65	0-54	55-64	65-74	75-84	85-94	95-100
ELA	71	59	62.7	40.7	22	13	13	9	2	0
SPAN	36	21	100	100	0	0	4	4	7	6
GLOBAL	141	116	39.7	18.1	70	25	14	4	1	2
US HIST	99	84	60	39.3	33	18	17	12	4	0
MATH A	98	78	41.3	21.8	46	15	14	2	1	0
MATH B	41	17	5.9	0	16	1	0	0	0	0
ALGEBRA	75	75	45.3	14.7	41	23	8	3	0	0
LE	82	65	70.8	40	19	20	17	5	4	0

**Among the school's strengths is a dedicated staff that works to attempt to address the needs of an academically diverse population. Although the middle school is in the first year of a three year phase out, the Middle School Progress Report (PR) for 2007-2008 demonstrated improvement over the previous year and the grade for the year would have been a "C" if one had been given. According to last years BEDS report, AESSS instructors are labeled highly qualified.**

Numerous partnerships with community based organizations have been established and are instrumental in helping AESSS bridge the gap. One long term partnership exists with *SCAN BEACON* which runs an after school program that provides enrichment, sports, and academic support to AESSS students as well as students from the neighborhood. Other partnerships exist with *Harlem RBI, The Leadership Program, College for Every Student, After School Literacy Program, and Roads to Success*. This year AESSS partnered with a new support organization, New Visions PSO. The support the school receives from New Visions has been instrumental in getting the schools efforts focused on identifying high needs groups and beginning to craft credit recovery and regents preparation programs to address those needs.

Among our accomplishments to date have been getting AESSS staff on board and committed to school improvement. Students of the school have also shown they are receptive and appreciative of those same efforts to improve school tone, improve academics, bring in clubs and activities, engage them in conversations about their academic progress, and develop improvement plans with them. Although there is a long way to go there are noticeable improvements building wide with respect to student behaviors. This is due to the concerted efforts of the pupil personnel team of guidance counselors, attendance teacher, social workers, dean, and administrators. We have begun to craft a systemic, holistic approach to developing positive and proactive interventions to address student needs. We have begun to refocus attention on youth development, student academic achievement, and advisement. Attendance outreach efforts for students and parents have been prioritized with systems being put into place to identify students early on for prompt interventions.

The challenges that AESSS faces include working to stem the tide of middle school student and staff flight caused by the announced phase-out. The eight new teacher hires this September resulted in a tremendous experience void at the middle school level leaving students feeling abandoned and with few connections to the school. This instability has created concerns among staff members about their positions and where they will be teaching in Fall, 2009. It is an undeniable fact that the excessing of staff that will occur at the end of this academic year due to the phase-out will result in another round of instructor turnover, further hampering our efforts to create stability.

Additionally, the fiscal constraints due primarily to under-enrollment in the middle school have impacted the ability of AESSS to provide support programs. This year, the school had had to give back \$340,000 due to the under-enrollment. Our total budget giveback before end of year may come to \$450,000 as a result of system wide budget cuts just enacted.

In spite of these challenges, AESSS still strives to run an after school program for credit recovery and regents preparation, a Saturday Academy specifically for seniors who have been identified as off track for June 2009 graduation, and programs to address the needs of our significant % of students that are classified as in need of special support services. Student progress and performance is below peer horizon schools and other schools in the city in graduation rates and Regents examination pass rates especially in math and social studies. This information was examined at the start of the year and measures taken to address these statistics including one-one meetings with instructors, examination of curriculum, modification of teaching programs, creation of after school/Saturday programs.

Overall we administered 287 exams in January 2009 compared to 128 exams in January 2008, an increase of 125%. Three seniors were able to complete their Regents requirements for at least a local diploma and 16 others were able to fill in at least one of the gaps they still had. Mock Regents examinations are planned for early May administration and statistical analysis of student results will be conducted by teachers to reveal areas that need to be re-taught. Mock Regents exams are scheduled for early May 2009 and information from these exams will

be used to target instruction and formulate review sessions to address gaps in content specific understandings.

Individual and group meetings with students to address credit accumulation, Regents examination requirements, and progress towards graduation continue. Students, in large part, across all grade levels have minimal understanding of curricular and graduation requirements and therefore do not fully understand the importance of the classes they are programmed to take. Students who passed ELA and math Regents exams with scores between 65-74 have been informed that they are rescheduled to retake those exams in June 2009 in an attempt to raise scores above 75. This is critical since most of our college bound seniors are accepted to CUNY schools, and we want to limit the number of students who need to take placement classes and possibly remediation courses.

An analysis of what is being taught is underway to ensure it is aligned with NYS standards. To that end, we developed a uniform curriculum planning template for course outlines to help begin the mapping process which will lead to accelerating student learning. Ongoing weekly professional development sessions centering around progress report data analysis, statistical analysis of Regents results, and lesson planning including differentiated instructional strategies as a means of guiding and informing instruction were implemented to support renewed focus on classroom instruction and to raise student outcomes. Predictive exams are administered in ELA and math. Data is analyzed to inform instruction and design strategies for differentiation.

High school students have been provided with additional opportunities for credit recovery to increase the number of Cohort 2009 students who were either “almost on track”, “off track”, and “on track” for graduation in June or August. Students have reacted positively to these newly created opportunities to help get them back on track. All high school students are on target to receive their customized individual Student Trackers again after each Regents administration. The 37.5 minutes devoted to AIS at end of day has been revamped to address students in the lowest 1/3 or in danger of failing. Students at risk of failure, under-credited, and/or in need of Regents Prep classes have been programmed for a ninth period and parents have been informed of mandatory attendance. Guidance counselors and the attendance teacher are monitoring participation.

A review of the Learning Environment Survey (LES) results from 2007-08 school year indicated that academic expectations as compared to the city horizon were at negative deficit. What was most evident was the low rating assigned by teachers (-23.3%). This compelling data set has driven our priority of raising student academic expectations among all constituent groups. All available resources (human, fiscal, time) at our disposal have targeted this goal. Every professional development session, every parent meeting, every student assembly has targeted raising expectations for academic success.

Last year’s LES results also indicated that teachers and students overwhelmingly felt safety and respect were areas in need of improvement. This year we have worked diligently to address these concerns and begin to turn school tone around. A code of conduct was unveiled at the start of the year. Students have been held accountable for behavior and parental involvement has been mandated. Instructors have been involved in the efforts to turn behavior around. All school improvement efforts have been carried out with complete disclosure. Students and staff are reporting that the building is not perfect but they recognize the improvements that have occurred since the start of the year. As expectations for student success and bell-to-bell instruction are internalized, it is expected that many issues of discipline will be mitigated.

Instructors reported in the LES that they did not feel the administration of the school had open communication with them. Clear articulation of school wide goals for all grade levels that are evident to all was cited in the quality review and in the Learning Environment Survey. This is being addressed through efforts to demonstrate transparency and inclusion of many constituencies in decision making process. Principal's goals have been posted for all to see and they reflect the conversations that have been ongoing all year and that have been expressed in the CEP.

Students indicated in the LES that they did not feel sufficiently engaged in daily classroom instruction. A major task has been to establish lesson planning protocols to promote learning and to support instructors in aligning their courses to NYS standards and Regents assessments. We are working to create a culture of professional expectations, and collegiality which includes inter-visitations and discussions that reflect on teaching practice.

Last year's Quality Review (QR) indicated the school needed to develop more systemic practices in using data to guide instruction and planning decisions. Through ongoing professional development sessions targeting use of data we have begun to become more systemic and transparent in its use. Throughout the year, programming decisions have been based on student data and staff has been so informed. Discussions with instructors on class and pupil performance have focused on results of data. Conversations and planning meetings with students have utilized achievement data to plan programs and set goals.

Differentiation of instruction to meet learning styles and the needs of students was another area cited as in need of improvement. A need for better planning, both daily and curriculum, was cited in the previous QR. A sharp focus has been on ramping up daily instruction in the classroom and improving daily lesson planning. Through regularly scheduled grade team and subject team meetings time has been actively devoted to curriculum mapping discussions.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an action plan for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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**Goal #1: To create credit recovery opportunities for the 59 out of 86 students in the 2009 cohort who are not on track to graduate in June 2009 in order to increase graduation rate to 55% by August 2009**

- The analysis of graduation rates, pass/fail stats for current students, and other information shows that AES students perform poorly on all required regents examinations
- ELA and social studies are 2 areas that are extremely problematic

**Goal #2: To promote and expand parental involvement in the academic affairs of AES as a means of improving student performance and improving return rate of Learning Environment Surveys by at least 10% by April 24, 2009**

- Parental involvement in important policy making committees such as the PTA, SLT, Title 1 Committee remains extremely limited
- Parental involvement especially by parents of ELLs needs to improve

**Goal #3: To promote student achievement among at-risk students through expansion of pupil personnel services in order to improve attendance, improve academic performance, and improve safety and security within building by June 2009**

- The delivery of student support services needs to be reexamined and evaluated on a regular and on-going basis in order to create a structured system of student supports and services needed
- Set up a system of accountability with clear, well scheduled, and regular meetings

**Goal #4: To improve level and quality of daily classroom instruction in order to improve regents passing rates instructors will be observed on a regular basis and will receive feedback and recommendations for improvement of instruction that are aligned to CEP goals and Quality Review recommendations**

- Instructors need to receive regular feedback on instruction through observations
- Professional development activities must be geared to improving instruction and student performance

**Goal #5: To build capacity of instructors to use and analyze data to improve instruction and student performance so that teachers begin to develop skills to enable them to use multiple sources of student performance data to adapt instruction to needs of individual students**

- Statistical analysis of past regents examination performance will be used to inform current plans and instruction
- Instructors need to receive training in using and analyzing data in order to develop facility with methodology
- Students need to be informed of performance as a means of engaging students in individualized goal setting

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English, Social Studies,  
Mathematics

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal #1: To create credit recovery opportunities for the 59 out of 86 students in the 2009 cohort who are not on track to graduate in June 2009</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Data from HSST, marking period grades, transcript analysis, individual student sorter tool, and student tracker information will be examined by guidance counselors and administrative staff to identify all senior students who are not on track to fulfill graduation requirements because of credit deficiencies or Regents examinations</li> <li>• By end of 2<sup>nd</sup> marking period students will be identified and informed of status by guidance personnel</li> <li>• By start of 3<sup>rd</sup> marking period classes will be offered in the after school PM program or in Saturday Program</li> <li>• By December 2009 students who are off track will be signed up to take required regents exams</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Funding for PM school will be provided through per session in budget</li> <li>• Saturday Academy will be funded by CBO (SCAN/Beacon)</li> <li>• Instructors for Saturday Academy and After School PM classes will be recruited from AES staff</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Daily and weekly student attendance information will serve as indicator of success</li> <li>• January regents pass rates will serve as indicator of student gains and progress towards goal of improving June graduation rates</li> <li>• Student marking period grades at end of each marking period will demonstrate progress</li> </ul>

Subject/Area (where relevant):     N/A    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #2: To promote and expand parental involvement in the academic affairs of AES as a means of improving student performance and improving return rate of Learning Environment Surveys by at least 10%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A systemic approach to outreach activities will be adopted so that all meeting, events, and conferences that are regularly scheduled will be announced through multiple means</li> <li>• The parent coordinator will work to inform parents through mailings of PTA meetings</li> <li>• As a means of promoting attendance at meetings a calendar of presentations focusing on specific topics will be created targeting different grade levels and different student needs</li> <li>• Guidance counselors will encourage parental involvement by communicating with parents of students at risk and setting up group and individual meetings</li> <li>• A parent newsletter will go out each marking period</li> <li>• A special meeting for parents of ELLs will be scheduled for Spring 2009 to coincide with Open School Evening</li> <li>• Translation services for Spanish speaking parents will be announced and offered for all meetings</li> <li>• Saturday or morning meetings will be scheduled as needed</li> <li>• Principal, administration, guidance personnel, parent coordinator, and instructors will be responsible for working to improve</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Title 1 and Title III parent engagement funds will be utilized for outreach</li> <li>• Parent coordinator will be involved in outreach efforts</li> <li>• Per session funds for evening outreach sessions will be utilized</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Attendance at monthly meetings will be monitored for improvements</li> <li>• Records of mailings and phone calls will be maintained</li> </ul>

Subject/Area (where relevant): N/A

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #3: To promote student achievement among at-risk students through expansion of pupil personnel services in order to improve attendance, improve academic performance, and improve safety and security within building</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Students with less than 75% daily attendance will be identified by attendance teacher</li> <li>• Attendance teacher will work collaboratively with PACT to develop outreach strategies for improvement of attendance</li> <li>• Guidance counselors will provide academic advisement and counseling specifically targeting students identified as at risk based on credit accumulation, or promotion in doubt status</li> <li>• In danger of failure letters will be distributed each marking period based on marking period grades</li> <li>• Disciplinary proceedings will be combined with academic advisement</li> <li>• A code of conduct will be distributed to students, communicated to parents, and enforced</li> <li>• Assemblies and group or classroom sessions will be scheduled and conducted targeting each of the grade levels</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• General school budget</li> <li>• Title 1 and Title III parent engagement funds will be utilized for outreach</li> <li>• Parent coordinator will be involved in outreach efforts</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Student daily and classroom attendance will be monitored and analyzed</li> <li>• Student grades at end of each marking period will be monitored and analyzed</li> <li>• Logs of guidance meeting and sessions</li> <li>• Numbers of Learning Environment Surveys completed</li> <li>• Academic advisement sessions conducted in conjunction with disciplinary conferences</li> <li>• Parental responses to in danger of failure letters</li> <li>• Parental responses to outreach phone calls each marking period</li> </ul>

**Subject/Area (where relevant):** All subject areas

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #4: To improve level and quality of daily classroom instruction in order to improve regents passing rates instructors will be observed on a regular basis and will receive feedback and recommendations for improvement of instruction that are aligned to CEP goals and Quality Review recommendations</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A classroom observation template will be developed and will be utilized during observations of instruction</li> <li>• Instructors will receive instruction on the “Teacher Professional Development Continuum” and that will serve as basis for improvement of instruction</li> <li>• A timeline for instructor observations will be developed to ensure instructors receive consistent and timely feedback</li> <li>• Pre-observation and post-observation meetings will be utilized for goal setting to improve instruction</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional development activities in weekly after school meetings</li> <li>• Professional development funding set aside in school budget</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• The number and frequency of observations</li> <li>• The specific recommendations made in the observation reports will be aligned to goals in CEP and quality review recommendations</li> <li>• Implementation of suggestions made for improvement should be noted during subsequent observations</li> <li>• Instructors should engage in peer inter-visitations</li> </ul>

**Subject/Area (where relevant):** All subject areas

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #5: To build capacity of instructors to use and analyze data to improve instruction and student performance so that teachers begin to develop skills to enable them to use multiple sources of student performance data to adapt instruction to needs of individual students</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will work collaboratively in grade level and subject area teams to examine student work and data</li> <li>• Instructors will review June 2008 Regents examinations and conduct line item analysis by end of December 2008</li> <li>• Instructors will use information from analysis of June 2008 regents exams to identify and target specific areas in order to better prepare students</li> <li>• Support will be provided during weekly professional development</li> <li>• Teachers will receive training in accessing ARIS and using student information</li> <li>• Teachers will engage in discussions of instruction and using data to inform their daily practices and planning</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional development activities in weekly after school meetings</li> <li>• Professional development funding set aside in school budget</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teachers will articulate specific and measurable improvement goals for individual students and whole classes based on data analysis</li> <li>• Teachers will begin to make instructional modifications based on analysis of data</li> <li>• Students will be able to articulate specific improvement goals based on discussions of individual performance and assessment data</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note:** Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	45	45	30	45	75	20	14	38
8	50	50	35	50	75	25	18	38
9	100	100	85	100	150	30	22	75
10	90	90	70	90	138	25	20	70
11	35	35	20	35	49	10	5	25
12	38	38	20	38	53	10	6	30

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>9<sup>th</sup> period extended day academic intervention small group or individual tutoring activities</b></li> <li>• <b>Saturday Academy credit recovery class</b></li> <li>• <b>After School Literacy program offered 2X per week in small groups</b></li> <li>• <b>Small group instruction offered during school day as Circular 6 instructor assignment</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>9<sup>th</sup> period extended day academic intervention small group or individual tutoring activities</b></li> <li>• <b>Saturday Academy credit recovery class</b></li> <li>• <b>Zero period tutorials for small groups or one-one</b></li> <li>• <b>Small group instruction offered during school day as Circular 6 instructor assignment</b></li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>9<sup>th</sup> period extended day academic intervention small group or individual tutoring activities</b></li> <li>• <b>Small group instruction offered during school day as Circular 6 instructor assignment</b></li> <li>• <b>After school make-up labs offered one-one or small groups</b></li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>9<sup>th</sup> period extended day academic intervention small group or individual tutoring activities</b></li> <li>• <b>Saturday Academy credit recovery class</b></li> <li>• <b>Small group instruction offered during school day as Circular 6 instructor assignment</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• <b>After school tutoring assigned to students as needed during extended day by guidance counselors based on report card and academic performance</b></li> <li>• <b>PM school focusing on credit recovery based on student needs for credit accumulation</b></li> <li>• <b>Individual counseling sessions scheduled as needed along with group counseling occurring both in office or via class room visits</b></li> <li>• <b>Referral services to community based organizations depending on students needs</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Student seminars both in classroom and in auditorium focusing on graduation requirements, social skills, study skills, conduct, interpersonal relationships</li> <li>• Classroom lessons focusing on college awareness, goal setting, conflict resolution, high school choices, anger management</li> <li>• Parental workshops to provide parents of at risk students with appropriate strategies for promoting academic success, and improving attendance</li> <li>• Age and grade appropriate group counseling for social, emotional, and personal enrichment</li> <li>• Daily and weekly checklists to monitor attendance and behavior for students identified as at risk due to absences</li> <li>• Collaborative outreach with classroom instructors and administration to address needs of students facing disciplinary action and to ease transition back into classroom</li> <li>• Planning interviews for overage and under-credited students to discuss alternative setting for educational goals and career choices</li> <li>• Mediation services to help students resolve peer conflict</li> </ul>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<ul style="list-style-type: none"> <li>• Assessment for intervention and proper placement of students on as needed basis</li> <li>• One-one counseling services on as needed basis</li> <li>• Consultation with teachers, parents, administrators, and support staff on as needed basis</li> <li>• Monitoring program development and evaluation of students with IEP's on as needed basis</li> <li>• Serve on crisis-intervention teams on as needed basis</li> <li>• Consult with community agencies on as needed basis</li> <li>• Active involvement with community efforts to build healthy environments for children and families</li> </ul>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<ul style="list-style-type: none"> <li>• Individual counseling sessions scheduled as needed along with group counseling occurring both in office or via class room visits</li> <li>• Referral services to community based organizations depending on students needs vis a vis social and emotional issues</li> <li>• Student seminars in classroom focusing on social skills, conduct, and interpersonal relationships</li> <li>• Age and grade appropriate group counseling for social, emotional, and personal enrichment</li> <li>• Collaborative outreach with classroom instructors and administration to address</li> </ul>

	<p>needs of students facing disciplinary action and to ease transition back into classroom</p> <ul style="list-style-type: none"> <li>• Mediation services to help students resolve peer conflict</li> <li>• Career planning and high school articulation including transition planning with high school students during individual and group meetings</li> <li>• Student centered case work inclusive of family members during school hours on as needed basis</li> <li>• Ongoing evaluative reviews of students performance results and academic activities as they relate to IEP standards with the goal of enhancing or modifying program</li> <li>• Social/emotional evaluation of students on weekly basis or as needed</li> </ul>
<p><b>At-risk Health-related Services:</b></p>	<ul style="list-style-type: none"> <li>• School nurse outreach with students on as needed basis</li> <li>• Relationship Abuse Prevention Program (RAPP) provides individual and group counseling on as needed basis</li> <li>• Health awareness outreach in 9<sup>th</sup> grade science classes once per week</li> <li>• RSA Prevention/Intervention Counseling</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**  
*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

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**LAP NARRATIVE 2008-2009**

Since our school solely provides Pull-out ESL instruction, our LAP team consists of our ESL instructor, Kathryn Donahue. Ms. Donahue is a certified ESL instructor for grades K-12, with a license on file. There are 531 students in our school, including 48 ELLs; ELLs comprise 9.1% of the student population. There are 6 instructional periods of ESL daily, and students are group and scheduled with consideration to their grade and English proficiency levels. All ELLs in grades 7-12 are pulled from classes for ESL instruction, with beginner and intermediate level ELLs pulled from English classes along with non-academic classes (such as art and music.) Advanced ELLs are pulled from non-academic classes.

The vast majority of our ELL students come from Spanish speaking backgrounds. Arabic and Madingo are other home languages of ELLs in our school. Of the ELL population there is one SIFE student, 11 students with IEPs, of which 4 are full-time Special Education students, 19 long-term ELLs, and 14 ELLs that have had between 4-6 years of service. Although our school only offers one program model for ESL instruction, parents are made aware of their options. We have had only two newly admitted ELL students in the last few years; we have the Parent Orientation Video readily available for newly admitted students.

The vast majority of parents are satisfied with the offered ESL option, but if a trend begins to indicate a desire for a TBE program, it will be taken into consideration as our school undergoing many changes to accommodate students' needs. Our NYSESLAT data overwhelmingly indicates that the overall weakest modality for our ELLs is writing. Students generally performed very well on the Speaking portion of the NYSESLAT.

The Pull-out program at our school is designed to group ELLs by grade and proficiency level as best as possible. These students are in mixed proficiency level groupings in their non-ESL content area classes and work collaboratively with other students that can support them. In the pull-out groupings, content area material is broken down and reinforced by identifying key vocabulary and elements and simplified reading passages. ELLs support each other by making connections to the material in Spanish. They have access to translated material and internet subscriptions such as Brainpop.com and Readinga-z.com. Instruction for beginning level ELL targets decoding and reading skills along with content area concepts.

Continued support is given to long-term ELLs and ELLs requiring more than four years to graduate. Students attend extended day tutoring sessions as well as PM and Saturdays classes to help them stay on track to graduate. Native language support in our school is offered during the extended day session to ELLs by Spanish speaking teachers. There is also translated material available through our subscriptions to internet websites.

## Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

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Type of Program: \_\_\_ Bilingual  X  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: 45  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

**At the middle school level all students are programmed for additional support during the regular school day in ELA with classes in both writing and literacy. In mathematics additional support is also offered with an additional class in grades 7-9 called Math Projects. Academic intervention services are scheduled in grades 7-12 and in all subject areas during the 9<sup>th</sup> period after the regular school day. An after school literacy program is now offered.**

**Identification procedures of ELLs in our school include reviewing the exam history of the school population with a specific search for students with NYSESLAT and LAB-R scores. Guidance counselors and the attendance teacher review or administer a Home Language Survey and inform the ESL teacher of newly admitted ELLs. All newly admitted students that have identified a home language other than English on the Home Language Survey are tested with the LAB-R within the first few days of attendance. The NYSESLAT is given to each year to ELL students.**

**Parents are made aware of the program choices and are informed that our school currently offers Pull-out ESL instruction. The LAB-R and NYSESLAT are used to determine a student's proficiency level and mandated units of service. 7<sup>th</sup> and 8<sup>th</sup> grade beginning and intermediate ELLs receive 8 instructional periods of ESL per week and advanced students are scheduled for ESL 4 periods. High school students are scheduled for 12, 8, or 4 periods/week to correspond with beginning, intermediate, and advanced English proficiency levels.**

**A variety of materials and resources are used to support ELLs in our school. Content area reading materials and assignments are adapted to appropriate English proficiency levels. ELLs also have access to internet resources, books and reading materials designed for ESL, and translated materials.**

**ELLs at all grade levels receive extra support in these classes through pull-out services from their ESL teacher who works with students in small groups or one-one to provide additional support to the content area instructors. The ESL program is lead by one certified ESL teacher. The Pull-out model aims to further support ELLs in their content are classes and provides beginning level ELLs with more rigorous attention to beginning reading and writing skills.**

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

**ELLs are encouraged to participate in all extracurricular activities offered at AES. Their participation rates are limited however often due to parental and familial obligations after school such as picking up siblings, working, or parental desire not to have children travel alone in the evening. ELLs are strongly encouraged to participate in the *After School Literacy Program* offered by one of our school partners.**

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.  
**The parents of our ESL students will be targeted for special outreach efforts to promote their involvement in all school activities as a means of supporting their child's academic progress: all letters and mailings that go out from AES are translated into Spanish; translation services are provided at all PTA meetings; ESL instructor engages in individual outreach to families of students; all outgoing phone messages are translated through use of the computerized Phone Messenger system; a special letter informing parents of the significance and importance of the NYSES LAT examination goes out mid-year; a mid-year conference is planned for parents of upper level ESL students who are planning to apply to college; an orientation program for new 9<sup>th</sup> grade admits and their families will be planned for June.**
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.  
**An orientation program for incoming 9<sup>th</sup> grade students and their families is planned for June and Septembers to discuss programs and supports.**
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.  
**Staff development activities this year will focus on learning to analyze student data and developing action plans based on that data. Through examination of the Language Acquisition Policy and individual student data instructors will be able to identify students for additional language support. A major focus for the school community will be on developing an understanding of differentiated instructional strategies and then learning how to apply those strategies in the classroom to support the needs of ELLs. Instructors will receive training on using two data management tools called Student Tracker and Student Sorter which will enable them to get a snapshot of every ESL students complete academic history. They will learn how to use that tool to create individualized learning plans for every student. Staff development activities take place every Thursday afternoon for 37 ½ minutes per session.**
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.  
**Small group/individual instruction is provided during the extended day period and after school literacy club.**
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. **N/A**

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

**School Building: Academy of Environmental Science**

**District: 04M635**

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
0	1	0	0	0	0	1

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     **X** **Pull-out**  
 Indicate Proficiency Level:     **X** **Beginning**     \_\_\_ Intermediate     \_\_\_ Advanced

School District: 04M

School Building: ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY SCHOOL (O4M635)

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:25 To: 9:10	Subject (Specify) <b>EVIRON. SCIENCE</b>	Subject (Specify) <b>EVIRON. SCIENCE</b>	Subject (Specify) <b>EVIRON. SCIENCE</b>	Subject (Specify) <b>EVIRON. SCIENCE</b>	Subject (Specify) <b>EVIRON. SCIENCE</b>
<b>2</b>	From: 9:13 To: 9:58	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>
<b>3</b>	From: 10:01 To: 10:46	Subject (Specify) <b>GLOBAL HISTORY</b>	Subject (Specify) <b>GLOBAL HISTORY</b>	Subject (Specify) <b>GLOBAL HISTORY</b>	Subject (Specify) <b>GLOBAL HISTORY</b>	Subject (Specify) <b>GLOBAL HISTORY</b>
<b>4</b>	From: 10:49 To: 11:33	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>
<b>5</b>	From: 11:36 To: 12:20	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>
<b>6</b>	From: 12:23 To: 1:08	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>MATH PROJECTS</b>	Subject (Specify) <b>MATH PROJECTS</b>	Subject (Specify) <b>MATH PROJECTS</b>
<b>7</b>	From: 1:11 To: 1:56	Subject (Specify) <b>WRITING</b>	Subject (Specify) <b>WRITING</b>	Subject (Specify) <b>WRITING</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>
<b>8</b>	From: 1:59 To: 2:44	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>
<b>9</b> Extended day	From: 2:47 To: 3:25	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify)
<b>10</b>	From:  To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     **X** **Pull-out**  
 Indicate Proficiency Level:     \_\_\_ Beginning     **X** **Intermediate**     \_\_\_ Advanced

School District: **04M**

School Building: **ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY SCHOOL (04M635)**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:25 To: 9:10	Subject (Specify) <b>MATH PROJECTS</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>MATH PROJECTS</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>
<b>2</b>	From: 9:13 To: 9:58	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>
<b>3</b>	From: 10:01 To: 10:46	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>WRITING</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>WRITING</b>	Subject (Specify) <b>ESL</b>
<b>4</b>	From: 10:49 To: 11:33	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>LITERACY</b>
<b>5</b>	From: 11:36 To: 12:20	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>
<b>6</b>	From: 12:23 To: 1:08	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>GYM</b>	Subject (Specify) <b>GYM</b>
<b>7</b>	From: 1:11 To: 1:56	Subject (Specify) <b>GLOBAL HISTORY</b>	Subject (Specify) <b>GLOBAL HISTORY</b>	Subject (Specify) <b>GLOBAL HISTORY</b>	Subject (Specify) <b>GLOBAL HISTORY</b>	Subject (Specify) <b>GLOBAL HISTORY</b>
<b>8</b>	From: 1:59 To: 2:44	Subject (Specify) <b>ENVIRON. SCIENCE</b>	Subject (Specify) <b>ENVIRON. SCIENCE</b>	Subject (Specify) <b>ENVIRON. SCIENCE</b>	Subject (Specify) <b>ENVIRON. SCIENCE</b>	Subject (Specify) <b>ENVIRON. SCIENCE</b>
<b>9</b> Extended day	From: 2:47 To: 3:25	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify)
<b>10</b>	From:  To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in      X  Pull-out  
 Indicate Proficiency Level:     \_\_\_ Beginning     \_\_\_ Intermediate      X  Advanced

School District: **04M**

School Building: **ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY SCHOOL (04M635)**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:25 To: 9:10	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>LITERACY</b>	Subject (Specify) <b>LITERACY</b>
<b>2</b>	From: 9:13 To: 9:58	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>	Subject (Specify) <b>MATH</b>
<b>3</b>	From: 10:01 To: 10:46	Subject (Specify) <b>MATH PROJECTS</b>	Subject (Specify) <b>MATH PROJECTS</b>	Subject (Specify) <b>MATH PROJECTS</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>MATH PROJECTS</b>
<b>4</b>	From: 10:49 To: 11:33	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>SPANISH</b>	Subject (Specify) <b>GYM</b>
<b>5</b>	From: 11:36 To: 12:20	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>	Subject (Specify) <b>LUNCH</b>
<b>6</b>	From: 12:23 To: 1:08	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SCIENCE</b>	Subject (Specify) <b>SCIENCE</b>
<b>7</b>	From: 1:11 To: 1:56	Subject (Specify) <b>WRITING</b>	Subject (Specify) <b>WRITING</b>	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>8</b>	From: 1:59 To: 2:44	Subject (Specify) <b>HISTORY</b>	Subject (Specify) <b>HISTORY</b>	Subject (Specify) <b>HISTORY</b>	Subject (Specify) <b>HISTORY</b>	Subject (Specify) <b>HISTORY</b>
<b>9</b> Extended day	From: 2:47 To: 3:25	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify) <b>ESL support to complete class assignments</b>	Subject (Specify)
<b>10</b>	From:  To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

## Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

### Form TIII – A (1)(a)

Grade Level(s): 7-12      Number of Students to be Served: 49 LEP      2 Non-LEP

Number of Teachers: 1      Other Staff (Specify): 0

### School Building Instructional Program/Professional Development Overview

#### Title III, Part A LEP Program

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**We are planning to create an ELL program targeted for beginners and intermediate level students who most need academic support. This program will take place as part of our Saturday Academy. This program will extend from October to May [approximately 130 hours], and we are planning to run it from 9:00 AM to 1 PM. Our ELL instructor and a content area teacher will team teach the Saturday classes. The goals of the program are:**

- **To support students in the academic areas of science and social studies so that students can perform in these areas as well as their monolingual peers.**
- **To provide instruction for students in reading non-fiction materials where the teacher will use scaffolding activities to unpack the text and help make it accessible to students – and also to provide strategies for students so that they can grow as independent learners and use English confidently and fluently.**
- **To create a bridge between the instruction which occurs in the regular education classes and the type of instruction that is occurring in the ELL classes during the week and on Saturday.**
- **To provide students with opportunities to practice and demonstrate their acquisition of skills in verbal and written use of English.**

#### Instructional Materials:

**We will be purchasing instructional materials for social studies and science classroom libraries. We will be looking at vendors in order to purchase the best materials available for our students. We will also be purchasing general supplies and consumables which will support instruction.**

UPDATED – APRIL 2009

### **How Will We Measure Success?**

**We will assess students during the course of the program to determine how they are growing in terms of their skills using English. We will examine:**

- **Student work through creating and assessing a work portfolio.**
- **Examining how the students perform in their content area classes in terms of formal and informal assessments.**
- **How well this process is occurring through teacher discussions of student growth and what we learn as a staff as we move forward with this kind of instruction.**
- **Student conferences that are designed to dig deeper into how students are experiencing the program and how well they are progressing and meeting their academic needs.**

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**We are going to offer workshops for our staff in WEST ED's QTEL program [quality teaching for English Learners]. We are going to set up study group for teachers in order to look at student work in order to learn strategies for scaffolding and supporting student learning. In addition, we will bring in consultants to provide additional professional support in scaffolding student work.**

**We will allocate money for per session and professional books and resources for staff to use as part of their involvement in this professional development and study group. We will attempt to create a year-long study group meeting once a month in the afternoons or evenings, with 3-4 members. So we will allocate 64 hours of per session for staff. The members of the study group will be responsible for developing and implementing a tool which will help us to assess and evaluate the progress of our ELL students over time.**

**Description of Parent and Community Participation**—Explain how the school will use Title III funds to increase parent and community participation ELLs

---

**We would like to do several workshops over the course of the year to support the parents of our ELL students and to help build parent and community involvement in the school. Topics will include:**

- **Familiarizing parents with the school policies, procedures, and curriculum.**
- **Familiarizing parents with state assessments that their children will be required to take.**
- **Strategies for dealing with complex teen issues in New York City.**
- **Providing parents with support so that they feel comfortable and confident dealing with a predominantly English speaking staff and school system.**

**These workshops will be planned and conducted by a team of school personnel comprised of Administrators, the Parent Coordinator, and teaching and guidance personnel. We plan to conduct 5 workshops over the course of the year from October to May – 2 hrs each [40 hrs] in the evenings.**

**Form TIII – A (1)(b)**

**Title III LEP Program**

**School Building Budget Summary: \$15,000.00**

<b>Allocation: Instructional Program, Professional Development, Parent Involvement</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	221 hrs @ 49.73 \$11,014	Per Session hours for Saturday Academy Per session hours for teacher participants in study group Per session for staff involved in Parent workshops
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$3,786	Instructional materials for Saturday Academy, study group and for parent workshops
Travel		
Other	\$200	Refreshments for parent workshops
<b>TOTAL</b>	<b>\$15,000</b>	

This entire section must be completed for each budget submitted.

**SECTION XVII**  
**BUDGET NARRATIVE**

School District: 04 For Title: III  
BEDS Code: 310400011635

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<b>CODE/ BUDGET CATEGORY</b>	
<b>Code 15 Professional Salaries</b>	<b>\$11,014:</b> <i>Saturday Academy, 2 teachers(1 ESL and 1 Content Area) @ 60 hours each x 49.73 = \$5980</i> <i>Professional Development, 6 teachers @ 9 hours 49.73 each: \$2,704</i> <i>Parent Workshops, 5 workshops, 4 teachers @ 2 hours each: \$2,330</i>
<b>Code 16 Support Staff Salaries</b>	
<b>Code 40 Purchased Services</b>	
<b>Code 45 Supplies and Materials</b>	<b>\$3,986:</b> <i>Supplies, materials and refreshments for workshops and Saturday Academy</i> <i>Instructional Books for students in the ELL Saturday program: 2,700</i> <i>Supplies for Title III Saturday program (folders, chart paper, markers, etc.)300</i> <i>Study group books: \$786</i> <i>Parent refreshments: \$200</i>

**This entire section must be completed for each budget submitted.**

School District: 04

For Title: III

BEDS Code: 310400011635

<i>Code 80</i> <i>Employee Benefits</i>	<i>N/A</i>
<i>Code 90</i> <i>Indirect Cost</i>	<i>N/A</i>
<i>Code 49</i> <i>BOCES Services</i>	<i>N/A</i>
<i>Code 20</i> <i>Equipment</i>	<i>N/A</i>

***EXPLANATION OF EXPENDITURES IN THIS CATEGORY***  
*(as it relates to the program narrative for this Title)*

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### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

**We examined our demographic data and the data provided by our home language surveys and then examined the documents that are most frequently sent home. These documents include: information about Parent-Teacher Association meetings, school calendars, testing and graduation information.**

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

**Our findings indicated that translation services are needed in Spanish. According to the 'Home Language Report' in ATS, 33.1% of parents report that Spanish is the predominant home language. English is listed as the home language for 65.6% of parents; 1.4% of parents speak other languages (Arabic, Bengali, Cantonese, French, Mandinka, and Portuguese). We inform parents that Spanish translation services are available via the PTA and through announcements posted in the building.**

#### **Part B: Strategies and Activities**

---

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

**Language translation services are provided in house by Spanish language teacher with professional background in translation. All letters and written notices are sent out in English with accompanying Spanish translation. We have the ability to translate documents into Spanish in-house. We have several staff members including the principals secretary, an assistant principal, paraprofessionals, and several teachers who are bilingual in Spanish and several are capable of translating written documents to a credible standard. We propose to pay teaching and supervisory staff, at a per session rate, to translate documents into Spanish. All other translations will be done via the Office of Translation Services as we do not have staff on hand to provide the necessary assistance.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.  
**Oral interpretation services are provided by bilingual instructors, school aides, and staff. For data-sensitive interpretation such as suspension and guidance conferences, we have staff members with the ability to interpret one-on-one in: Spanish, Italian, French, and Hindi. This ability is limited, to just a single person for each language. If the fluent staff member in the less common languages is not available, we will utilize the over-the-phone service provided by the Office of Translation Services**
  
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.  
**Compliance with parental notification requirements providing information with translation and interpretation services is made via newsletter and phone messages. The PTA is involved in informing parents as well. All newsletters and documents sent home will contain the requisite notice in all eight of the most common languages regarding translation and interpretation services.**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$454,269
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$4,543
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$22,715
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 97.3%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **School-wide professional development will focus on teacher classroom practices, with an emphasis on developing a set of best practices about differentiating instruction. Inter-visitations and team teaching models will be supported in the upcoming programming for the coming year. The collaborative team teaching model between general education and special education will be continued. Instructors will be scheduled to meet regularly in grade and subject teams to engage in professional development centered on instruction, best practices, lesson planning, interventions, and using data to differentiate instruction. New hires were paired with a veteran colleagues to provide mentoring.**

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

***Explanation:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their

parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### **Academy of Environmental Science Secondary School (AESSS) Parental Involvement Policy**

- A. Parents are an essential part of the academic success of all students at the Academy of Environmental Science Secondary School (AESSS). AESSS values and welcomes parental involvement in all aspects of the educational process. We believe collaborative support between parents and the school is the key ingredient for fostering academic success. In order to make the most effective use of Title 1 funds, AESSS reaches out to parents and involves them in long-range planning through the School Leadership Team and the Parent-Teacher Association. In these forums, school policies are discussed and created regarding the use of Title 1 funds. This assures that the funds are being used to properly serve all eligible members of the AESSS community.**
- B. AESSS will put into operation programs, activities, and procedures for the involvement of parents. Those will be planned and operated with meaningful consultation of parents with participating children. In carrying out the Title I Parental Involvement requirement, AESSS will provide full opportunities for the participation of parents with limited English proficiency, and for parents of children with disabilities. AESSS will seek to promote parental involvement in decisions about how the Title I funds are allocated and spent.**
- C. Each year the Title 1 program is reviewed in both PTA and SLT meetings and the implications of the funding are discussed. Parents of Title 1 eligible students are notified by mail of their child's standing and of the rights of that student in regards to Title 1 funded tutoring and academic intervention services. These services may include counseling, extended instruction in targeted subjects and supplemental materials where needed. Parental outreach allows us to make sure that the students are being supported at home as well as at school.**
- D. During the school year, each academic core subject area designs a presentation for the SLT and PTA to discuss academic goals and objectives. These presentations are designed to inform parents about how they can help their child be successful during the school year. We provide parents with information about the Title 1 programs in each core subject area and explain how these programs apply to specific categories of students. AESSS expects parents to play a key role at home to assure that their children are following up on the instruction provided in school. Parents are always welcome to contact the school to find out how they can provide additional support at home. Parent-Teacher conferences each semester allow parents to speak directly to teachers in order to discuss their child's progress.**

### **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA.

The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### **Academy of Environmental Science Secondary School (AESSS) Parent Compact**

**The Academy of Environmental Science Secondary School (AESSS) along with the parents of students participating in activities, services, and programs funded by Title I will share in the joint responsibility for improved academic performance.**

**The school agrees to:**

- **Work to provide standards based instruction in a supportive environment by working to develop curriculum and providing professional development to help achieve that goal**
- **Hold parent teacher conferences twice per year 2 days each semester**
- **Provide academic feedback 6 times per year**
- **Make staff accessible to parents either through appointments, drop in meetings, e-mail, phone calls**
- **Hold an annual meeting in consult with the PTA to inform parents of the schools involvement with Title I**
- **Provide parents with information in multiple formats and in an easily understood language**

**Parents agree to:**

- **Monitor their child's daily attendance**
- **Monitor completion of daily assignments**
- **Monitor daily television viewing habits**
- **Participate in school activities**
- **Stay informed of issues affecting child's education and following up with notices received from AES**
- **Volunteer to serve on school committees**

**In order to bring all of our students to this high level, the Academy of Environmental Science Secondary School (AESSS) will provide additional services to all at-risk students as defined by Title 1 guidelines. These students will be provided with additional instruction in the areas needed through either supplemental classes during the day program or in the after school program. Such services may include but are not limited to:**

- **One-on-one Tutoring with a highly qualified teacher.**
- **Peer tutoring**
- **Small group tutoring**

- Supplemental classes
- Academic counseling
- Supplemental materials

Parents of Title 1 students are responsible for making sure that their children are doing all required homework and out-of-school assignments. Students should be allowed to stay beyond the school day in order to attend tutoring and outreach services. Parents are welcome to call the school in order to discuss their child’s progress with the department supervisors. Parents will be notified as students improve and phase out of Title 1 programs.

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **Refer to Needs Assessment, pages 9-12**
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

**Refer to Needs Assessment, pages 9-12; Annual goals, page 13; Action Plan, pages 14-18; Academic Intervention Services, pages 21-23; Lap Narrative, page 24; Bilingual/ESL Program Description, pages 25-26**
  
3. Instruction by highly qualified staff.  
**All instructors are certified highly qualified and teach in their license areas.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
**All staff are actively encouraged to engage in ongoing professional development opportunities to further develop skills. Funds are set aside in the school budget to support professional development activities .**
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**By working with university partners and colleges AES has been able to attract instructors rated highly qualified.**
  
6. Strategies to increase parental involvement through means such as family literacy services.  
**The Academy of Environmental Science engages in strategies to improve parental involvement including outreach efforts that involve mailings, phone messages, and back-packed messages. The parent coordinator is enlisted to assist in these efforts.**
  
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
**N/A**
  
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
**Instructors are actively involved in the administration of predictive exams in ELA and math at the middle and high school. They receive feedback on student performance and are able to examine class and individual results to modify instruction and address areas that demonstrate need. They are receiving training in ACUITY and ARIS.**
  
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
**An academic intervention period is built into the daily schedule in the afterschool. Students meet with instructors one-to one or in small groups.**
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
**All students are assessed for placement in math, and ELA placements prior to entering AES via a close examination of standardized test scores and course grades. Once placed at AES, students are constantly assessed via classroom and**

**standardized exams. Our assessments result in placement of students into mandated academic intervention after regular school hours.**

**Over the years our data has shown that when we focus on literacy, our students do better across the board. To that end we are proposing to lower class size in the humanities classes in the freshman and sophomore years. Smaller class size will better allow teachers to analyze student work and provide appropriate feedback. This increased attention to literacy skills in key years should cause an improvement in Regents scores in all subjects.**

**The staff designated to instruct the ninth and tenth grade classes will be pulled from our more experienced faculty. Staff that is not already highly qualified will be steered towards professional development both in and out of the building. Intervisitations will be strongly encouraged and coverage's provided to allow such.**

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an audit of the written, tested, and taught curriculum to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for corrective action. The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the audit of the written, tested, and taught curriculum outlined below, and respond to the applicable questions that follow each section.

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

#### ***1A. English Language Arts***

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We are engaging in teacher observations and examining student transcript data.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**Applicable**    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Teachers are not holding students to level based standards. They are providing the students with material below their grade level yet expecting them to succeed on the Regents exams. Our students are not performing on regents exams as they should, getting grades far below failing, indicating that teacher assessment is out of alignment with state standards. Teacher turnover rate has been great, leading to instability in the core of our staff and the hiring of energetic but inexperienced staff.**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**We are working to provide our teachers with student data and staff development that will allow them to more properly align instruction and assessment with what is required on the terminal examination. Teachers will be sent to out of building PD and will engage in inter-visitation in order to enlarge their tool box of instructional techniques. We will require the support of central in the form of additional funding for these endeavors.**

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should

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know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We have examined instructional materials at all levels and are using only core curriculum for all mathematics classes with the exception of math projects. Instruction at the classroom level is instructor dominated. The instructors do not have a toolbox of strategies to deal with students of differing abilities, especially considering that our middle school students are so underachieving in math that they are advancing to the high school with all of the deficits in place.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**Applicable**    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Data from last year's regents and middle school math assessments, combined with data from this year's ITAs show that our students need a better grounding in basic concepts in order to be successful in high school math. When our students advance**

**from the middle school to the high school, they are not fully equipped with the tools that they need to tackle Regents level mathematics.**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**We plan on providing our staff with both in house PD, inter-visitation opportunities and out of building training. We will require support from central in the form of funding for said PD due to our extreme budget losses this year.**

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We will be conducting teacher observations and, keeping the findings in mind, looking at the classroom through this lens.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**Applicable**    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our instructors have a very limited repertoire of strategies, primarily because a good number of our ELA instructors are novices with half of the staff in their first year in the New York City school system.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**We will be working with our new teacher mentor to create a toolbox of strategies for our new instructors so that they may pull from it in their daily lessons. This toolbox will contain interventions that can cross subject boundaries and be relevant in the ELA, Social Studies and Science classrooms. Inter-visitation will be encouraged so that novice instructors can see how more experienced staff run student centered activities and workshops. All staff will be steered toward professional development opportunities both in and out of the school building. Support will be needed from central in the form of additional funding in order to pay for these professional development opportunities.**

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>2</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We will be observing teachers in order to assess the level of direct instruction versus independent seat work and hands-on learning.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**X  Applicable  Not Applicable**

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<sup>2</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Instructors in our mathematics classes tend to have a lecture style with a minimum in the way of hands on experiences for the students. Students do engage in independent seat work but also spend a good amount of time paying attention to the instructor.**

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Much of our staff is young and inexperienced and needs to spend time with mentor teachers who are engaging the students in appropriate activities. Professional development is needed to wean teachers away from worksheets and toward workshops. With that goal in mind, we will be providing professional development opportunities both in and out of the school. We will require financial support in order to be able to fund these opportunities.**

---

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We have examined teacher employment data for the last several years.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**Applicable**    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our staff has experienced a great deal of turnover and will continue to do so due to the phase out of our middle school.**

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**We are working with our teachers to ensure that they have the correct certification and licensing if they wish to remain after the middle school is phased out. We are working with our young teachers to develop an attachment to the school and to provide them with experiences that will continue to foster their love of teaching.**

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We will survey instructors to determine their awareness of professional development opportunities and QTEL in an attempt to gauge interest.**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**Applicable**    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Few instructors employ effective strategies to address ELLs in daily instructional practices.**

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**The school will need additional support to address issue.**

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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**ESL instructor will disseminate information to staff during professional development sessions.**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**Applicable**    Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Few instructors use this information to modify daily instruction.**

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**The school will need additional support to address issue.**

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We will survey instructors to determine their awareness of professional development opportunities and implications of IEP's and modifications and supports students should receive.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**Applicable**    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**All students are not consistently receiving required modifications in all classes.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Relevant issues will be addressed through ongoing school wide professional development which will be turn-keyed by select instructor. Additional support from central is needed.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We will survey staff to determine if these findings are valid.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**Applicable**    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**This is supported through classroom observations and instructor, student, and parental feedback. Behavioral goals are seldom shared unless issue arises.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**The guidance counselor will be enlisted to provide professional development to discuss with staff. Additional support is needed.**

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 14, 2008**      Email address: **dgrodsk@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	04m635
School Name	Academy of Environmental Science
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 246,057
Principal Name	David Grodsky
Principal Email	dgrodsk@schools.nyc.gov
Principal Phone	2128605854

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

**How much do you plan to allocate for each of the following program strategies?**

Creation of additional classrooms **\$ 203,961**  
 Reducing teacher-student ratio through team teaching strategies

**Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?**

- Yes
- No

**What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09?**

**\* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.**

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
 C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

**\* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.**

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
 C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

**\* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.**

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
 C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections	Projected Average Class Size 2008-09
C4E Target #1	8	English Language Arts	Students with Low Academic Achievement	26.0	1	21
C4E Target #2	10	English Language Arts	Students with Low Academic Achievement	27.0	1	22
C4E Target #3	7	Math	Students with Low Academic Achievement	26.0	1	21

C4E Target #4	11	Science	Students with Low Academic Achievement	28.0	1	23
C4E Target #5	7	Social Studies	Students with Low Academic Achievement	26.0	1	21
C4E Target #6	8	Social Studies	Students with Low Academic Achievement	26.0	1	21

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

How much do you plan to allocate for the following program strategies?

Instructional changes \$ 21,048  
 Structural changes (Please note: You must also be implementing Instructional Changes to choose this option) \$ 21,048

Please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented.

Grade level teams with guidance counselor support in grades 7, 8, and 9

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Grade level teams with guidance support for grades 7,8, and 9.

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No